# USING GROUP COUNSELING TO IMPROVE THE SELF-CONCEPTS, SCHOOL ATTITUDES AND ACADEMIC SUCCESS OF LIMITED-ENGLISH-PROFICIENT (LEP) HISPANIC STUDENTS IN ENGLISH-FOR-SPEAKERS-OF-OTHER-LANGAUGES/ENGLISH-AS-A-SECOND-LANGUAGE (ESOL/ESL) PROGRAMS

By

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TABLE OF CONTENTS

page

ACKNOWLEDGMENTS ..... ii

ABSTRACT ..... vi

CHAPTERS

1 INTRODUCTION ..... 1

Scope of the Problem ..... 3
Statement of the Problem ..... 5
Theoretical Bases ..... 7
Need for the Study ..... 10
Purpose of the Study ..... 11
Definition of Terms ..... 12
Organization of the Remainder of the Dissertation ..... 14

2 REVIEW OF THE LITERATURE ..... 15

Educational Experiences of Hispanic American/Latino LEP Students ..... 15
Experiences in English-as-a-Second-Language Classroom Settings ..... 20
Language Acquisition ..... 22
Counseling Hispanic American/Latino Children in Elementary Schools ..... 27
Solution-Focused Counseling ..... 30
Small Group Counseling Interventions ..... 35
Summary ..... 38

3 METHODOLOGY ..... 40

Population ..... 40
Sampling Procedure ..... 42
Resultant Sample ..... 43
Relevant Variables ..... 44
Independent Variables ..... 44
Dependent Variables ..... 45
Instruments ..... 46
Hypotheses ..... 50
Research Design and Data Analyses ..... 51
Masters-level School Counseling Student Training ..... 53

Description of Treatment ..... 54
Summary ..... 57

4 RESULTS ..... 58

Data Analyses ..... 59
Summary ..... 74

5 DISCUSSION ..... 75

Conclusions ..... 76
Discussion ..... 77
Limitations ..... 81
Implications ..... 83
Recommendations for Further Study ..... 84
Summary ..... 86

APPENDIX

A CONSENT LETTERS, ASSENT SCRIPTS, LETTERS TO PRINCIPALS ..... 88

B RESEARCH PROCEDURES ANDGROUP FACILITATOR WORKSHOP ..... 96

C INSTRUMENTS ..... 106

D GROUP FACILITATOR MANUAL ..... 114

E RESPONSES TO QUALITATIVE QUESTIONNAIRE ..... 138

REFERENCES ..... 143

BIOGRAPHICAL SKETCH ..... 152

Abstract of Dissertation Presented to the Graduate School
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Requirements for the Degree of Doctor of Philosophy

# USING GROUP COUNSELING TO IMPROVE THE SELF-CONCEPTS, SCHOOL ATTITUDES AND ACADEMIC SUCCESS OF LIMITED-ENGLISH-PROFICIENT (LEP) HISPANIC STUDENTS IN ENGLISH-FOR-SPEAKERS-OF-OTHER-LANGAUGES/ENGLISH-AS-A-SECOND-LANGUAGE (ESOL/ESL) PROGRAMS

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A small group counseling intervention for Hispanic American/Latino, limited-English proficiency (LEP) students was assessed for its effects on three dependent variables: self-concept (Piers-Harris Children Self-Concept Scale), attitudes toward school (School Attitude Inventory), and school success (Three-Item Structured Interview Questionnaire). The intervention was provided by two Masters-level, school counseling students to 59 LEP students in Grades 3, 4, and 5 in four public schools. All students were enrolled in English-for-Speakers-of-Other-Languages/English-as-a-Second-Language (ESOL/ESL) programs.

A pre-post test, control group design was used to measure the effects of the intervention. Children in ESOL/ESL programs were randomly assigned to the control or experimental groups. Students in the experimental group participated in a 6-week,

solution-focused counseling intervention related to experiences within school, being LEP, self-concept, developing effective school success skills, and attitudes toward school. Members of the control group did not participate in the treatment.

Analyses of covariance (ANCOVA) showed no significant differences after treatment between children in the experimental and control groups with regard to self-concept and attitudes toward school. No significant interactions were found for either self-concept or attitudes toward school by gender, age, or years of participating in ESOL/ESL programs. However, key-words-in-context (KWIC) analysis of the school success questionnaire suggests that a small-group counseling intervention designed for LEP children may increase school success and awareness. Overall, children in the experimental group indicated increased awareness of their ESOL/ESL teacher's positive impact on their school success and reported greater degrees of satisfaction with their school success.

Results suggest that a small group counseling intervention designed specifically for LEP children may increase school success. However, the lack of significant quantitative results indicates the need for longer treatment or perhaps having more-experienced school counselors perform the intervention.

Overall, this study contributed information for school counselors interested in working with LEP Hispanic American/Latino students to improve their social, educational, and personal development.

# CHAPTER 1
# INTRODUCTION

Hispanic Americans/Latinos are found throughout the United States and comprise approximately 12.5% of the U.S. population, numbering more than 31.3 million residents (U. S. Census, 2001). Their numbers are growing at a rate three to five times faster than the general population (Garcia & Marotta, 1997). As a group, Hispanic Americans and Latinos are diverse because subgroups emigrated from different countries, each with their own identities, rituals, customs and traditions. Despite differences within the Hispanic American/Latino population, their common bonds are the Spanish language and a culture uniquely different from the Anglo-American culture (Pedersen, 1990).

The 1990 Census shows that 77% of Hispanic Americans/Latinos speak Spanish in their homes (US Bureau of the Census, 1995). However, this does not mean that most Hispanic Americans/Latinos lack English fluency. Rather, it highlights the importance of their native language in everyday communication. Hispanic American/Latino parents in particular are, most likely, speaking English at their jobs. Their children likely are communicating in English at school. However, Spanish remains the language of choice around the dinner table.

In most states within the U.S., children who have a first language other than English and who also qualify for special services in public schools are eligible for instruction in English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) programs. These terms are often used interchangeably and fall under the general rubric of bilingual education (Crawford, 1999). Children who learn English as

a second language and who display daily problems in reading, writing and communicating in English are considered limited-English proficient (LEP) (Gopaul-McNicol & Thomas-Presswood, 1998). This is the most commonly used term to describe bilingual students in U.S. public schools (Padilla, Fairchild & Valdez, 1990). The number of children requiring bilingual education is increasing in the U.S. at an annual rate of 9.6% (Samway & McKeon, 1999). According to Samway and McKeon (1999), 75% of children enrolled in ESOL/ESL classes are native Spanish speakers and two-thirds of them are in Grades kindergarten through six.

Children who spend most of their out-of-school time speaking Spanish while interacting in a primarily Anglo culture at school are forced to cope with very different, and often confusing, scenarios. Whether children who are LEP are born in the U.S. or are immigrants, chances are that their typical day begins by conversing with Spanish-speaking family members, then riding to school on a bus with English-speaking peers. Next, the school bell rings while these children prepare to listen to teachers' instructions for the day's work, in English. The day progresses with English being the primary language heard on the playground, in the lunchroom, and classes. If the Hispanic American/Latino children are in a school with a "pull-out" ESL class, they will spend perhaps an hour of the day with instruction in Spanish, or simply more visual and less oral instruction. The ride back home is on the same bus, with the same peers, and mostly English. Then, again at home, it is back to Spanish with mom and dad, siblings, and friends. It is this constant back-and-forth switching of culture and language that may lead to a stressful, trying, and confusing experience in their young lives as compared to their language-majority counterparts (Cummins, 1994).

## Scope of the Problem

The growing numbers of Hispanic Americans/Latinos in the U.S. has lead to recent publications showing some common needs and trends for this unique group. According to Garcia and Marotta (1997), 29% of Hispanic Americans/Latinos are living below the poverty line as compared to 14% of the general U.S. population. Their report also indicated that Hispanic Americans/Latinos have high-school dropout rates above the national average, and only 9% hold college compared to a nationwide average of 21%. Unemployment is also more prevalent among Hispanic Americans/Latinos than among the general population (August & Hakuta, 1997).

Unfortunately, many Hispanic/Latino immigrants experienced tragic and traumatic situations in their lives from the decision to immigrate to the U.S. (with the exception of the Puerto Rican population which are considered U.S. citizens). Zea, Diehl and Porterfield (1997) specifically studied Central American youth and their exposure to war. The shock of witnessing mass destruction, death and forced military action in countries such as El Salvador, Panama, Nicaragua, and Guatemala; and the abrupt displacement from family homes to detention centers in the U.S. brought about immeasurable anguish and grief for these Hispanic/Latino immigrant youth (McFadden, 1999).

Political reasons not withstanding, economic hardships also force many Hispanics/Latinos to leave their native homelands for the U.S. Hispanic/Latino immigrants often view the U.S. (as did previous immigrants in the 1900s) as the land of opportunity (Suarez-Orozco & Suarez-Orozco, 1995). For example, immigrants from Central and South America and the Caribbean cross borders of both land and sea with the hope of improving their economic, political, and family situations. However, as

evidenced in the poverty levels cited above, a large proportion of these families remain less affluent and more under-educated than their Anglo-American peers.

Needs of Hispanic American/Latino Children in U.S. Schools

Nationwide, LEP enrollment of 104% between 1989 and 1999, compared to an overall increase in school enrollment of 14% for the same time period (National Clearinghouse for Bilingual Education, 2000). According to Cummins (1994), linguistically and culturally diverse children are becoming the norm in classrooms across the country.

As noted, the U.S. public school system contains a large proportion of Hispanic American/Latino students in Grades kindergarten through twelve. It is estimated that the number of Hispanic American/Latino children eligible for elementary school in 2000 was 6,207,000, as compared to 4,825,000 children in 1990 (Baruth & Manning, 1992). These children are more likely to have very different, often confusing, and trying experiences than does the average elementary school student. And yet, regardless of the degree to which U.S. public elementary school educators become more culturally aware, such awareness will not prevent the number of troubled Hispanic American/Latino children from growing. Their special needs continue to exceed current resources.

The need for increased multicultural awareness and skills of elementary school teachers, administrators, counselors, and majority students is apparent. People from different cultures engage in problem solving, communication, acquisition of resources, and relationships in ways often not understood or accepted by the general population. The counseling profession has emphasized multicultural awareness for many years, and counselor education programs have long espoused the benefits of multicultural counseling. That is, such training has been emphasized, taught, and researched in

counselor education departments across the country. Counseling researchers (Lee, 1995; Sue & Sue, 1999) have categorized the four major cultural groups in the U.S. as African American, Asian American, Hispanic American/Latino and Native American in hopes of portraying common themes regarding counseling non-White populations. Other counseling researchers have written extensively about school counselors specifically and the skills they need to serve minority children effectively (Gopaul-McNicol & Thomas-Presswood, 1998; Lee, 1995; Vargas & Koss-Chioino, 1992).

Samway and McKeon (1999) described social factors, such as learner attitudes, past experiences, and personality, that influence the learning of LEP students greatly. The differences between the culture and language of LEP students in ESOL/ESL programs and that of their language-majority peers thus affect their self-concepts and attitudes toward school. Consequences often manifest themselves as delayed school adjustment, low self-esteem, poor academics, limited expression of feelings, and perceptions of not fitting in, among other problems for these children (Cummins, 1994; McFadden, 1999).

Professional school counselors are trained to be aware of cultural differences and are potentially instrumental in assisting culturally diverse clients and their social-emotional needs (Bernal & Knight, 1997). However, the counseling profession has not adequately addressed what part school counselors play in ESOL/ESL programs, or the potential effectiveness of their efforts. In regards to social-emotional needs, school counselors and other educators also should be keenly aware of how the Hispanic American/Latino culture and use of the Spanish language affect the social-emotional aspects of the daily life of Hispanic American/Latino children in schools (Lee, 1995).

## Statement of the Problem

Title VII of the Elementary and Secondary Education Act addressed bilingual education, language enhancement, and language acquisition programs under the Improving America's Schools Act of 1965, which was re-authorized in 1994. Public funding for bilingual education programs were first authorized by the Bilingual Education Act of 1968 (Sinclair, 1983). In accordance with such legislation, educators must ensure that LEP students receive fair and beneficial education in order to achieve high academic standards. With respect to colleges and universities, the U.S. Congress (1994) stated, "[I]nstitutions of higher education can assist in preparing teachers, administrators and other school personnel to understand and build upon the educational strengths and needs of language-minority and culturally diverse student enrollment" (SEC. 7102. (a) (7)). Furthermore, it is written in P.L 103-382 that there is a need for multicultural training for all "pupil services personnel" (SEC. 7142. (a)). School counselors fall under the broad title of student services personnel and thus are responsible for assisting bilingual students with their specific academic and personal/social development.

Even though Title VII calls for academic enrichment for language-minority students, growing numbers of these children (continue to) experience personal problems and concerns not shared by children in the language-majority. More importantly, they tend to come from low socio-economic families, are more insecure, have negative attitudes toward school and academics, display lower self-esteem, feel less empowered than do English proficient students, and feel less valued (Ada, 1986; Ashworth, 1977; Cummins, 1994; Lee, 1995; Ogbu, 1995; Suarez-Orozco, 1995; Weis, 1988). These stressors obviously have negative effects on the learning and socialization of LEP

students. Furthermore, regardless of the amount or type of extra assistance these students receive in regular classrooms or ESOL/ESL programs, their social-emotional concerns are secondary to the academic rigors emphasized in the classroom setting (Lee, 1995). Thus, many of these children rarely are exposed to an adult in their school with whom they can talk about their feelings of insecurity, language barriers, confusion with being bicultural, evolving ethnic identity, or not fitting in with their language-majority peers (Canino & Spurlock, 1994; McFadden, 1999).

School guidance counselors have the facilitative skills and multicultural awareness to assist most students they encounter who are experiencing personal or academic difficulties (Myrick, 1997). Therefore, LEP Hispanic American/Latino children should benefit from counseling interventions specifically designed to address their social-emotional and academic issues, including those experienced both inside and outside of school settings.

There is ample evidence to indicate that LEP high school students benefit positively from counseling provided by high school guidance counselors (Brilliant, 1995; Faltis & Hudelson, 1998; Gilbert, 1989; Keyes, 1989; Martinez, 1986; Martinez & Dukes, 1997; Suarez-Orozco, 1995). However, little is known about the effectiveness of LEP elementary school-aged children and the services provided to them by school counselors (Ashworth, 1977; Gopaul-McNicol & Thomas-Presswood, 1998). Therefore, this was the main focus of this study and is discussed in detail in Chapter 2.

## Theoretical Bases

According to Lee (1995), Hispanic/Latino culture, history and the use of the Spanish language significantly impacts the psycho-social development of Hispanic American/Latino students. These children's background, coupled with socioeconomic

factors and experiences with other members of the school environment, have a decided effect on their learning and personality development.

The development of personality in children has traditionally been understood to be a biological and sociological occurrence. Theorists such as Erikson and Fromm realized that many social experiences and conditions served as integrative influences in the development of a child's personality alongside physical growth and maturation (Yamamoto, Silva, Ferrari, & Nukariaya, 1997).

Erikson (1963, 1968) viewed personality development from both personal and social perspectives. Apart from the impact that biological maturation has on a child's personality, Erikson chose to emphasize the importance of the social environment. According to Erikson, parents, family, friends, teachers, mass media, socioeconomic background, culture and language all play a significant part in the evolution of a child's personality.

Erikson (1963, 1968) based his psycho-social personality theory on eight stages, from birth to late adulthood, whereby a person moves from a current stage to the next by resolving a crisis between opposing psychological constructs. Although Erikson's theory as a whole has been widely documented and applied to counseling, stages three and four are of particular interest for the purposes of this study (Gibson, Mitchell, & Basilie, 1993). Stage three of Erikson's psycho-social theory occurs between age 3 and 6. In this stage children are encouraged to initiate new behaviors, ideas and activities, as physical and language development occurs. Children who are not permitted to become responsible and creative, for example, suffer guilt from trying to explore and become more individual in their thinking and behavior. Stage four is characterized by the struggle to be industrious or inferior, and, in general, occurs between six and 12 years of age. Children

in this stage experience alternatives between doing well in school, making friends, completing their chores, or developing a negative self-image from not performing well in, for example, school or sports. This stage is extremely important to the development of children because it encompasses the elementary school years. Stage four is also the first stage where the school environment becomes as important, if not more important, than the home environment.

Erikson (1963, 1968) emphasized the impact of culture in the development of his theory on psycho-social development. A child's ethnic identity develops alongside their personality and self-concept. By age four children gain awareness of their culture and ethnicity, and by age eight they are oriented and can identify as belonging to a certain ethnic group (Canino & Spurlock, 1994). That is, the psycho-social development of a Hispanic American/Latino child is directly influenced by his or her ethnic identity (Ogbu, 1995).

This research study was grounded on the construct that the significance of culture, language, and ethnic identity are paramount, as a child's personality and self-concept develops. For example, Mejia (1983) noted that Mexican American children in California elementary schools evaluated themselves as being low achievers, having low self-worth and low self-esteem because they had trouble "fitting into" the school environment. That is, these Mexican American children viewed themselves as significantly different from their peers while simultaneously going through stages three and four of Erikson's psycho-social development. In essence, according to Mejia, the Mexican American children's psycho-social development took an unpleasant turn.

According to many researchers, a young child's continued low self-concept severely impairs their social development and academic achievement (Crawford, 1999;

Cummins, 1994; Gibson, Mitchell, & Basilie, 1993). Furthermore, Metcalfe (1981) reported a positive correlation of self-concepts in children and attitudes toward school.

From the perspective reported earlier that LEP children in ESOL/ESL classes experience low self-concept and poor attitude toward school and learning, it is apparent that additional interventions are needed to assist Hispanic American/Latino children in elementary schools in personal, social and academic development. The reported literature indicates that an LEP student's psycho-social development, most likely, will be stunted by the negative relationship between their culture and language and that of their school environment. Thus, this researcher postulates that a solution-based counseling intervention, based on cognitive-behavioral counseling theory, should be able to be used effectively to assist these children in acquiring more positive self-concepts and more positive attitudes toward school.

## Need for the Study

Can an elementary school counselor effectively help Hispanic American/Latino (in an ESOL/ESL program) cope with social-emotional problems that are directly attributed to their limited English proficiency? Bilingual education and counseling professionals support counseling interventions as being beneficial for children in ESOL/ESL programs (Ashworth, 1977; Brilliant, 1995; Faltis & Hudelson, 1998; Lee, 1995). However, because of the growing number of Hispanic-ESL students (particularly in elementary schools) potential benefits of counseling interventions that include topics of concern to these children must be further explored.

The fact that Spanish-speaking students in ESOL/ESL classes share similar negative experiences in school because of their specific language suggests that it should be possible to develop effective small-group counseling interventions to assist these

children with their personal-social development and academic prosperity. The benefits of such intervention should include improved self-concepts, more positive attitudes toward school and academic success for these children. More specifically, this research was designed to evaluate a specific small-group counseling intervention and its effects on LEP Hispanic American/Latino children in third, fourth, and, fifth grades who have received at least one year of ESOL/ESL education.

## Purpose of the Study

A variety of problems face children of all backgrounds and ethnicity in American schools (Wittmer, 2000). Divorce, peer pressure, loss of loved ones, drug abuse and violence are just a few of these tribulations. However, the compounding effect that a weak and incomplete cultural identity has on the ability for children to cope with daily stressors is an additional burden for LEP students (Cummins, 1994; Martinez & Dukes, 1997; Ogbu, 1995). Therefore, the purpose of this study was to examine the effectiveness of a small-group counseling intervention, developed specifically for use with Hispanic American/Latino, elementary school-aged children in ESOL/ESL programs, toward a more positive self-concept, attitude toward school and academic success. The small group intervention was based on solution-focused counseling techniques. It addressed the concerns, issues, and problems commonly encountered by these children in a school setting and the resulting effects on their academic accomplishments, personal/social development and attitudes toward school.

The following research questions were addressed using an experimental research design with pre- and post-test measures to evaluate outcomes. In addition, limited qualitative research methods used a structured questionnaire.

1. Will there be a change in the self-concept of Hispanic American/Latino, elementary school-aged children in ESOL/ESL programs as a result of completing the small group intervention?

2. Does self-concept and attitude toward school of LEP Hispanic American/Latino, elementary school-aged children vary as a function of gender, age-level and level for time enrolled in an ESOL/ESL program?

3. Will there be a change in the attitudes toward school of Hispanic American/Latino, elementary school aged children in ESOL/ESL programs as a result of completing the small group interventions?

4. Will there be a change in the school success of Hispanic American/Latino, elementary school aged children in ESOL/ESL programs as a result of completing the small group interventions?

## Definition of Terms

Attitudes are a tendency toward a certain action, whereby feelings are held about specific people, places, or objects (Baker, 1992).

Bilingual Education is a set of differing programs and pedagogical ideology established to educate and serve non-native English speakers. Some of these programs make use of the child's native language in the classroom, while others do not (Faltis & Hudelson, 1998).

Culture refers to a population of people sharing commonalties (including ethnographic variables such as religion, ethnicity, language, nationality; and demographic variables of gender, age, place of residence) and status variables (such as economic, social and educational background) (Pedersen, 1990).

English for Speakers of Other Languages (ESOL)/ English as a Second Language (ESL) are used interchangeably to indicate educational services offered to non-native English speakers. Some of these services are provided in regular classrooms, while others involve participation in separate learning environments composed solely of non-native English speakers for part of the school day.

Ethnic Identity is a construct or set of self-ideas about personal ethnic group membership, and includes knowledge of the personal ethnic group. It is an important element of self-concept, one often affected by minority status (Bernal & Knight, 1997).

Hispanic American/Latino is the term used to designate those individuals who live in the U.S. but whose cultural origins are in Cuba, Mexico, Puerto Rico, and other Latin American countries in the Caribbean basin and Central and South America (Sue & Sue, 1999; Pedersen, 1985). Separate identity differences are associated with both terms. However, no distinction needs to be made for the purposes of this study.

Limited English Proficient (LEP) refers to students living in homes where a language other than English is used for communication primarily and who have difficulty in understanding, speaking, writing, or reading the English Language (Gopaul-McNicol & Thomas-Presswood, 1998).

Self-concept is a relatively broad concept that normally refers to self-esteem and how one feels about one's self (Rotheram-Borus, 1993). Regarding children, the self-concept is a collection of identities (such as ethnic identity, gender identity, familial identity, and school identity) that mediates the relationship between socialization and behavior (Knight, Bernal, Garza, & Cota, 1993).

Small-group counseling is a school-counselor-led educational experience in which pupils have the opportunity to collaborate as they engage in interchanges of feelings, behaviors, attitudes, and ideas, especially as related to progress in school and personal development (Myrick, 1997).

Solution-focused counseling is, according to Murphy (1997) a counseling method used to encourage students, parents and teachers to discover and implement solutions based on their experiences and strengths. It falls under the category of brief therapy and

has been used by school counselors to promote changes in children in a short period of time. Solution-focused therapy has also been proven to work effectively with minority groups.

Title VII of the Elementary and Secondary Education Act: The Bilingual Education Act of 1968 was the first U.S. federal law to authorize resources to support educational programs, train teachers and teacher aides, develop and disseminate instructional materials, and encourage parental involvement. Further re-authorizations of Title VII have ensured the requirement of schools to provide some level of bilingual education in order to receive federal funding (Crawford, 1999).

## Organization of the Remainder of the Dissertation

A review of the related literature is provided in Chapter 2. Chapter 3 provides a description of the methodology for this study. Results are reported in Chapter 4 and Chapter 5 contains a discussion of the results of the study.

## CHAPTER 2
## REVIEW OF THE LITERATURE

The purpose of this study was to examine the effects of a small group, solution-focused counseling intervention conducted with limited-English proficient, elementary school-aged Hispanic American/Latino children in the third, fourth, and, fifth grade who have received ESOL/ESL instruction for at least one year. Specifically, the researcher investigated the changes in three dependent variables as a result of participating in the school counselor-led group counseling experience: 1) students' self-concept, 2) students' attitude toward school, and 3) students' academic success.

Chapter 2 is a review of related literature and centers on the educational experiences of Hispanic American/Latino LEP children in school settings, language-acquisition theory, counseling Hispanic American/Latino children, solution-focused counseling (SFC), and small group counseling as an intervention. How these factors influence the three previously mentioned dependent variables is the focus of this study.

### Educational Experiences of Hispanic American/Latino LEP Students

When considering the classroom and overall school environment of limited-English proficient students, it is important to consider the type of bilingual education program in which the child is enrolled. Often the ideology and philosophy of a particular bilingual education program greatly influences both the social-emotional and academic development of a student. That is, the type of program has an effect on the child's entire personal/social and academic development (Faltis & Hudelson, 1998).

Types of Bilingual Education Programs in Elementary School

Bilingual education in elementary schools can be organized into two major forms: "real" bilingual programs where two languages are used in classroom settings, and other programs that primarily use English to deliver classroom instruction (Hornberger, 1991).

A bilingual education program in which LEP children and their English-speaking peers both learn in English and Spanish is considered to be the most enriching and beneficial method that can be used to teach LEP Hispanic American/Latino students (Samway & McKeon, 1999; Fatis & Hudelson, 1998). Programs such as these have proved academically successful for children in Quebec, Canada, where French and English are used equally in classroom instruction (Cummins, 1994). That is, teachers in truly bilingual programs conduct lessons in both languages and the use of both languages is reinforced and encouraged throughout the entire school. In these types of programs, LEP children have the opportunity to learn English while strengthening language skills in their first language. This approach also permits a strong foundation in the native language to develop. In addition, "real" bilingual programs provide native-English proficient peers with the opportunity to learn an appreciation for a different language and provide the advantages associated with being proficient in two languages.

According to Hornberger (1991), bilingual education, where two languages are used simultaneously, can be separated into three formats. The early-exit/transitional format involves heavy immersion in a child's native language for the first three years of school. During their first three years approximately 90% of academic instruction occurs in the child's native language. However, by the time a child reaches third grade the native language is used less than 25% of the time in the classroom setting. The primary goal of

early exit programs is to acknowledge the importance of using a child's native language first, while increasing English achievement as quickly as possible.

In the second format for delivering "real" bilingual education, known as late-exit/maintenance, the use of both languages is encouraged throughout the elementary grades. In kindergarten and first grade the native language is used more than 90% of the time within the classroom setting. After the first two years, use of the native language decreases to about 50% usage for core academic subjects, such as math, reading and writing, and continues at this rate until the end of sixth grade (Hornberger, 1991). Teachers in these types of bilingual programs encourage students to continue using and developing their first language, even after students attain English mastery. The goal of these programs is to assist LEP children with English mastery while increasing respect for native languages by all students and adults at the school.

"Two Way enrichment" is the third type of bilingual program emphasized by Hornberger (1991). In this format, LEP students share classrooms with native-English speakers. This differs from early- and late-exit programs where LEP students are taught separately from mainstream students, specifically in kindergarten through third grade (Faltis & Hudelson, 1998). In the two-way enrichment program, classroom instruction is conducted in both languages for equal amounts of time. The emphasis in these types of programs is to assist LEP and native-English proficient children alike to attain full proficiency in two languages by the time they exit the sixth grade. These programs tend to be used in areas where one dominant, non-English language exists, such as French in Montreal, Canada, or Spanish in Miami, Florida (Faltis & Hudelson, 1998). Such programs are considered the epitome of bilingual education because they foster the

positive attributes of a child being proficient in more than one language (Cummins, 1994; Crawford, 1999).

Research on each of the three types of "real" bilingual education programs described above indicates academic success, school-wide appreciation of diversity, and positive social-emotional growth for most LEP children (Crawford, 1999; Hakuta & Garcia, 1989). Regarding Hispanic-American/Latino children, the research (evidence) indicates that Spanish language maintenance improves academic success and levels of self-esteem among these children (Casanova, 1991). Regardless of the research and practice used to support truly bilingual programs, the time, teachers and resources needed to implement these programs nationwide are scarce (Casanova, 1991; Crawford, 1999). For these reasons, non-bilingual settings, such as English for Speakers of Other Languages (ESOL) or English as a Second Language (ESL), are currently the most common methods of academic instruction used to teach LEP students (Faltis & Hudelson, 1998).

English-as-a-second-language/ESOL instruction falls in the area of transitional bilingual education in that the primary purpose is to assist LEP students in academically achieving in English as soon as possible. The services offered in ESOL/ESL classrooms range from "pulling out" children who qualify for services and providing specialized services for a portion of the school day, to placing these children in a classroom with a certified ESOL/ESL teacher (or one who has taken a few courses on the subject matter) while receiving little or no ESOL/ESL instruction, or providing an ESOL/ESL certified paraprofessional aide for the purpose of temporary assistance on an as-needed basis (Faltis & Hudelson, 1998).

As reported by several researchers (Crawford, 1999; Faltis & Hudelson, 1998; Malakoff & Hakuta, 1990; Met, 1994), the reauthorization of the Bilingual Education Act (Title VII) in 1984 allowed individual school districts to define and implement their own form of bilingual education under the term "special alternative instruction programs." It is under this provision that transitional ESOL/ESL programs became the most popular and most used delivery systems for providing bilingual education.

Because of the reauthorization of Title VII, the act of placing an LEP child in a classroom where all the students are native English speakers and with an ESOL/ESL certified teacher (who does not actually provide specific ESOL/ESL instruction), is considered an adequate provision. This approach is considered to be a form of bilingual education even though no direct ESOL/ESL instruction occurs. This is a common experience of Hispanic American/Latino, LEP children who attend schools where lower numbers of LEP students are enrolled, or in school corporations (districts) with a small Hispanic American/Latino population. According to the U.S. General Accounting Office (1997), LEP children in elementary schools, where LEP enrollment is minimal, have a much lower chance of receiving appropriate ESOL/ESL instruction. Consequently, 15% of elementary school-aged children eligible for ESOL/ESL instruction experience no such accommodations at school (U.S. General Accounting Office, 1997).

The most frequently used form of ESOL/ESL education that occurs today is known as a "pull out" program (Crawford, 1999; Met, 1994). According to Faltis and Hudelson (1998), students in pull out ESOL/ESL programs, also known as resource ESOL/ESL programs, receive limited instruction in bilingual education. This separate instruction lasts from 15 minutes to an hour and one-half a day, depending on the school and the number of LEP students enrolled and may be provided by a teacher or

paraprofessional teacher's aide. Since most ESOL/ESL programs deal with a variety of languages, the teachers in these settings do not necessarily use the native language of their students. Rather, techniques that have been proven to work with LEP students, such as using more visual cues, math-manipulatives, hands-on activities, and integrating native cultures are the main differences between the mainstream classroom and the ESOL/ESL instruction provided to the majority of LEP students (Met, 1994). A student's instruction in an ESOL/ESL program tends to last no more than three years. Following the third year, students usually are dismissed from ESOL-/ESL-program eligibility and are mainstreamed full-time into the regular education classroom settings (Crawford, 1999).

The debate between which type of instruction LEP children are entitled to, or should receive, is a political, ideological, and pedagogical one. The push for (more or less) first-language instruction of LEP students tends to fall along politically liberal lines (Crawford, 1999). However, educators, parents and politicians alike agree that some type of instruction by appropriately certified teachers is needed where LEP children are concerned.

Experiences in English-as-a-Second-Language Classroom Settings

Since transitional, non-bilingual, ESOL/ESL settings are the most common form of bilingual education, the experiences documented and research cited in this section pertain to these programs and not to late exit/enrichment programs. This coincides with the research being conducted in this particular study, which focused on LEP children enrolled in non-bilingual, ESOL/ESL programs.

Most Hispanic American/Latino children enrolled in "pull out" ESOL/ESL programs are taught by teachers or paraprofessional aides who are not fluent in the native, Spanish language spoken by their LEP students (Cazden, 1992). Since most

school districts have adopted non-bilingual ESOL/ESL programs, classroom instruction in these settings tends to focus on the English language. Teachers teach academic content (math, reading, language arts, science, and social studies) in English and often depend on bilingual instructional (paraprofessional) aides to translate the material into student's first language (Faltis & Hudelson, 1998).

According to Tabors and Snow (1994), instruction in the ESOL/ESL setting involves a structured set routine in which activities occur in predictable ways at specified time intervals. Limited-English proficient children enrolled in ESOL/ESL are given extra time to learn and practice oral and written communication in English. They may be paired up with an English-speaking peer, and/or encouraged to use English for interpersonal communication.

Young children in ESOL/ESL classrooms are presented with learning a new language as well as facing various social-emotional challenges (Tabors & Snow, 1994). Although the addition of instructional personnel fluent in Spanish may seem to be a positive intervention, most children with experience in these settings continue to recount personal problems related to the school environment. For example, Hispanic American/Latino children in these settings reported isolation from classroom peers, feeling inferior when they are not permitted to use their native language in the classroom, ridicule by other students because they are not fluent in English (do not know English well enough), and feeling as if they do not fit into the overall school environment (Coelho, 1994).

As stated in Chapter 1, the socio-economic background, reasons for immigrating to the U.S., amount of years spent learning in the first language and years spent in the an ESOL/ESL program all have an affect on Hispanic American/Latino LEP children in the

schools. Given the classroom scenario in which most of these children find themselves (limited resources, little use of the native language, frustration with learning English), school authorities may not be directing enough attention to these problems (areas). Figueroa (1993) best summed up this issue when he wrote that LEP students experience frustration and nonsuccess, not because of problems in the home and family, but because they feel neglected and academically inferior at school.

It is unlikely that bilingual education programs in schools will soon begin to emphasize "true" bilingual settings versus "pull out" programs (or no ESOL/ESL instruction), such as those in existence prior to the reauthorization of Title VII in 1984 (Crawford, 1999). For this reason, it becomes paramount that methods be developed that will empower Hispanic American/Latino, as well as other LEP students in the school setting to compensate for negative experiences they encounter in the classroom and throughout the school (Cummins, 1986).

Using appropriate counseling interventions, including small group methods, is one way to address the lack of empowerment experienced by Hispanic American/Latino, LEP children in our schools (Gopaul-McNicol & Thomas-Presswood, 1998). Although small group counseling interventions will not alleviate all of the negative experiences encountered by LEP students in the ESOL/ESL programs and the overall school environment, providing small group interventions may assist these students in constructively coping with their personal/social and academic problems.

## Language Acquisition

Children and adults alike use language in order to cope with personal issues and engage in social participation (Piper, 1993). Theorists such as Cummins (1994) and Krashen (1982) have developed hypotheses and premises for the development of

language, both native and second languages, in children and adults. There are several important byproducts of this research. These include considerable information on the self-concept, academic ability and school success, and attitudes toward learning of elementary level school-aged children (Cummins, 1986).

Regardless of whether a child is learning to communicate in her/his native language or a second, Krashen (1982) hypothesized that initial language acquisition occurs through practice in real life situations. It is in these first and informal situations that children learn and incorporate the basic rules and structure of language. Grammatical rules, vocabulary, and reading comprehension normally occur in the school setting, presented through more formal teaching methods (August & Hakuta, 1997; Crawford, 1999).

This study was geared toward elementary school-aged LEP children in ESOL/ESL programs who speak Spanish as a first language. Thus, the review of the literature that follows focuses on how these children acquire English as their second language. Also related to this study is how second-language acquisition affects a child's academic performance and personal/social development.

According to Krashen (1982), acquisition of a second language occurs in five stages. In the first, Preproduction, comprehension skills are developed while expressive skills remain minimal. It is in this stage that the individual focuses on listening in order to gain meanings of words and their context. The Early Production (second) stage is where verbalization of the new language begins and short, two or three word sentences are being formed while comprehension skills continue to be reinforced. Longer, more complex sentence structure is the hallmark of stage three, Speech Emergence. Although grammatical errors abound, the LEP learner gains more confidence in use of the second

language during this stage of development. Narratives and conversation engagement characterize the fourth stage, Intermediate fluency. However, during this stage processing in the new language remains slower when compared to a child's native tongue. This is due, in part, to the need to translate information from one language to another (Dornic, 1979). The final stage of Krashen's model is known as Advanced Fluency. Students of the new language develop better, and relatively fluent, expressive and receptive abilities during this stage. The learner's ability to write in the second language (use of proper grammar, spelling and punctuation) also becomes stronger during this stage. However, memorization, retrieval of information and information processing for the child rarely ever becomes as fast and accurate as in their first language (Lopez & Gopaul-McNicol, 1997).

An individual's success at becoming fluent in writing and speaking in a second language depends on that person's level of development in her/his first language (Crawford, 1999, & Cummins, 1986, 1994). The number of years a person has spent communicating in their first language (L1) also is related to the level of fluency attained in the second language (L2). Collier (1987) reported that young, LEP children in Grades kindergarten through third grade required more time to reach proficiency in English. Collier based this on the fact that these younger children have little or no schooling and have less experience in their first language than do older children.

Cummins (1986, 1994) described the effects L1 has on L2 by distinguishing between two types of language proficiency: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). A child demonstrates a grasp of the social and conversational skills of their native tongue, L1, by interacting with parents, siblings and friends, thereby having achieved BICS in their first language.

However, in order to achieve basic conceptual and academic skills in L1 and L2, they need to reach the CALP level. This cognitive and more analytical language usage begins around age seven and is solidified by approximately age ten (when the child is still employing L1 to learn mathematical, grammatical and higher-level thinking) (Cummins, 1991). A child who learns academic skills in their first language by age seven to nine stands a much better chance of attaining CALP in a second language compared to a child who only received native language instruction up to the ages three to five. For this reason, several researchers advocate for teaching LEP students in their native languages alongside the new language, rather than completely eliminating children's first language from school-wide instruction (Cummins, 1994; Krashen, 1982). The latter situation would have the effect of restricting L2 fluency to the BICS level (Collier 1987). Cummins (1994) acknowledged that a child who develops a strong conceptual base in L1 would most likely develop strong abilities in L2. Furthermore, Cummins (1994) and Collier (1987) stated that it would (usually) take an additional five to seven years after CALP in L1 has been reached for LEP students to write and speak English as well as native speakers.

In essence, the more time a child has to learn and practice their native language, the better she or he will do at achieving proficiency in the second language. For this reason, middle school and high school-aged children who are learning English as a second language do so more quickly than younger children (August and Hakuta, 1997). Furthermore, this explanation also seems to account for the social/emotional and academic problems experienced by young learners of English as a second language.

The acquisition of a new language is an academic and social endeavor. Limited-English proficient children acquire English in the schools, while at the same time they are

receiving messages about their native culture and their recently acquired role in society (McKeon, 1994). Often times, these messages, although covert, negatively evaluate a child's first language or country of origin as being "second class" or inferior. Researchers have concluded that such messages can affect the outcome of a child's education and attitudes toward school (Ogbu & Matute-Bianchi, 1986). Children may also experience dissonance between the language spoken in the home and the language used at their school, forcing them to be bilingual and bicultural. This dissonance increases the stress these young children experience. This stress is the result of a child's difficulty in balancing a new language with an old language, and a new culture and society with a native one (Piper, 1993). Hence, language acquisition and increased proficiency directly affects the social/emotional development and academic success of young children.

Marcos (1976) found a significant correlation between LEP and native language fluency and the distortion of emotions. Children in ESOL/ESL programs who were unable to express themselves clearly because of inadequate development of language, such as being at a BICS level in L2 while trying to attain the CALP level, had a more difficult time with comprehension, as well as expressing and discussing their true emotions. This could lead to unresolved, negative effects, such as in problems with the development of the self-concept (McFadden, 1999). Furthermore, as the self-concept of an LEP student continues to be affected by restricted exposure to the native language while adjusting to a new educational system, the possibility of conduct and anxiety disorders increases (Malgady, Rogler, & Costantino, 1990). Research indicates that such disorders usually lead to lower academic performance, one of the dependent variables in this study, for LEP students (Ogbu, 1995).

Counseling Hispanic American/Latino Children in Elementary Schools

Elementary school counselors are responsible for ensuring that all children in the school have the opportunity to experience a sense of academic accomplishment and social-emotional satisfaction (Gibson, Mitchell, & Basilie, 1993). The American School Counseling Association's position corresponding to ethic and racial minority children is that school counselors are also responsible for ensuring that minority children receive access to school counseling programs and interventions to facilitate their personal/social and academic development (American School Counseling Association [ASCA], 1999). Through this strongly worded position statement on cross/multicultural counseling, ASCA advocates for a professional school counselor who is aware of the impact a child's ethnicity has on her or his personal, social, and academic development.

Over a generation ago, Ashworth (1977) and Wittmer (1971) highlighted the need for school counselors' awareness of students' cultural diversity. Wittmer was clear on the importance of students' native cultures in school counseling when he wrote, "school counselors hold the key to the process of reducing, if not completely eliminating, the social and emotional barriers which prevent many minority group members from becoming secure American citizens (p. 49)." The importance of this concept has continued to expand in the counseling profession as demonstrated by the growing number of books and chapters on the benefits of multicultural counseling, as well as the different counseling needs of diverse populations (Pedersen, 1997; Sue & Sue, 1999; Lee, 1995; Pedersen & Carey, 1993; Gerler, Ciechalski, & Parker, 1990; Schmidt, 1999; Thompson & Rudolph, 2000; Gibson, Mitchell, & Basilie, 1993).

The first major work to consolidate the ideas, literature, and research on counseling Hispanic children was written by Baruth and Manning in 1992. A literature

review of the past 40 years of school counseling literature conducted by this writer yielded Baruth and Manning's journal article as the only comprehensive, major journal publication on the topic.

In their article, Baruth and Manning (1992) review demographic information, outline major problems affecting Hispanic American/Latino youth, and describe ideas for counseling Hispanic American/Latino youth. Statistics reveal the problem areas of high school dropout rates, poverty, single-parent families, and teenage pregnancy rates among Hispanic Americans/Latinos. More closely related to the research being conducted by this researcher, Baruth and Manning identify problems related to negative cultural identity, poor self-concept, and conflicts between the languages spoken at home and at school.

Baruth and Manning (1992) emphasize that effective counseling with Hispanic American/Latino children requires that the professional school counselor understand and recognize how culture affects children. They also note that special attention must be paid to "coping with language problems and developing positive self-concepts and cultural identities (p.117)." in both individual and group counseling interventions used with Hispanic American/Latino children.

Baruth and Manning (1992) outlined a three-step process to becoming a more effective school counselor with Hispanic-American/Latino children. First, the counselor must have a cognitive knowledge and understanding of the Hispanic American/Latino culture and the problems that these children face, while maintaining an appreciation for cultural diversity. Next, the professional school counselor needs the skills, knowledge, and attitudes to intercede in situations of cultural diversity. Finally, an effective school counselor must follow ethical guidelines while acquiring real-world experiences with Hispanic American/Latino children. Baruth and Manning expand on this three-step

process by highlighting the importance of understanding the problems Spanish-speaking children experience in the schools.

Lee (1995), writing on the status of Hispanic American/Latino children and youth in the schools, focuses on the self-concept of these children. Expanding on the ideas proposed by Baruth and Manning (1992), Lee proposes that the effective school counselor must focus on the role socio-economic and cultural factors play in the Hispanic-American/Latino child's development of self-concept.

Arredondo (1996) believes counselors working with Hispanic Americans/Latino must be aware of the many social/emotional factors influencing their self-concept and ethnic identity. In addition, Arredondo also writes that religious affiliation, gender roles, feelings of oppression experienced in the country of origin, and the collectivistic nature of the Hispanic American/Latino family all play key roles in how a child acts and reacts in the school setting. Arredondo further recommends that counselors understand the Hispanic child's belief system regarding influence in the school environment.

Aside from direct work with Hispanic American/Latino children, school counselors should also carry out other tasks that indirectly affect the adjustment and well being of these children. Schmidt (1999) refers to school counselors as "vanguards of [the multicultural] movement (p. 315)" because of their commitment to assist teachers and colleagues to gain a better understanding of cultural differences. School counselors are capable of assisting Hispanic American/Latino children on an individual, one-on-one level, while simultaneously helping to establish respect for the various Hispanic American/Latino cultures found within their respective schools.

## Solution-Focused Counseling

Solution-focused counseling (SFC) is one of the more popular forms of counseling methods available to school counselors, and other mental healthcare providers, in the 21st century. Although it has been in existence since the 1970s, this counseling approach has come into prominence in the past decade. This is due in part to the time constraints placed on the counseling professionals by managed care and school administrators (Thompson & Rudolph, 2000). That is, counselors have experienced pressures to limit their interventions and numbers of sessions, thereby contributing to more research and an increase in the use of SFC among counseling professionals.

Steve de Shazer (with Insoo Kim Berg) is credited with developing SFC and bringing it to the forefront of the counseling profession (Corey, 2001; Murphy, 1997; Thompson & Rudolph, 2000). Grounded in brief therapy and corresponding to the general category of marriage and family counseling, SFC has grown into its own as a counseling method focusing on finding solutions rather than exploring the problem (de Shazer, 1985). De Shazer believes that too much time and energy is spent by counselors trying to discover the cause of a client's problem by using vague and subjective terminology such as feelings, thoughts and motivations instead of trying to establish concrete, appropriate solutions. He believes the key to helping clients feel better is to assist them in focusing on what they are doing that is positive, instead of why they think a problem exists. Furthermore, solution-focused therapy is grounded in the present and future, as opposed to the past (Murphy, 1997). As with Carl Roger's person-centered counseling, SFC acknowledges the basic goodness in people, their capacity for rational thought, and the ability to solve their own problems (Thompson & Rudolph, 2000).

Theoretically, SFC is based on the belief that a strong counselor-client alliance is the best way to find solutions to the client's problem. The strength of this relationship depends on the counselor's: 1) acceptance of the client for who she or he is, 2) acknowledgment that the client needs to develop solutions, and 3) accommodating their goals and beliefs (Murphy, 1997). To achieve the "Three-A" rule, as Murphy has titled it, warmth, empathy and caring are necessary to enable the relationship to flourish. After a strong rapport has been established, the counselor and client work together to identify the client's strengths, implement concise and proactive interventions, such as role-plays and homework assignments, and establish clear and achievable goals (Bruce, 1995). Once rapport has been established in the counselor-client relationship, the client then is encouraged to initiate change while social/emotional progress is supported (Corey, 2001).

Solution-focused counseling uses the idea of "exceptions" as a foundation for methods and techniques used in counseling sessions, whereby the client and counselor accentuate the positive (Coe & Zimpher, 1996). Murphy (1994) delineates exceptions in situations in which the problem experienced by the client does not occur, or it occurs to a lesser degree. That is, effective SFC counselors challenge their clients to recount a time when an unwanted problem or negative situation does not occur. From this knowledge base, the client-counselor alliance focuses on what caused the negative occurrence to cease, and how to develop solutions and goals to decrease the likelihood of the problem occurring again.

De Shazer (1990) acknowledged that for clients who are not capable of forming positive, constructive, behavioral goals, a more straightforward and concrete method is needed. The "miracle question," developed by de Shazer (1990), challenges clients to consider solutions and goals by presenting them with a hypothetical situation that

provides an opportunity to explore how they would react if a presenting problem miraculously disappeared overnight. They are asked questions such as: "What would be different?" or "How would you know the problem disappeared?" A client presented with a miracle question has the opportunity to think of what life would be like without the specific problem. After the client reflects on the question the counselor asks what things would need to occur in real life if a miracle were to become a reality, emphasizing the client's role in bringing about the desired changes. This method allows clients to discover their own solutions, with guidance from the counselor. According to Murphy (1994, 1997), the use of positive exceptions is the driving force behind the miracle question. It is during these moments that a client is forced to think about her/his role in creation of constructive solutions.

Hopefully, the miracle question and the focus on positive exceptions interact to create positive change, no matter how small the size of that change. LaFountain, Garner and Eliason (1996) write that counselors using SFC methods should be concerned with any amount of change, regardless of how small. These researchers assert that major changes in a client's life, and the ways in which changes account for solutions and improvements, are first based on small changes. From small but significant change, they postulate that it is possible for clients to establish long-term goals and to activate workable solutions. Considering that concrete, small, realistic goals and solutions are particularly useful when working with children and adolescents, school counselors can benefit from using SFC when assisting students assigned to their often overwhelming caseloads (Bonnington, 1993; Mosert, Johnson, & Mosert, 1997).

Professional school counselors are using the recent surge in research and practice of SFC to justify the increased use of this brief counseling approach in school settings.

Although few school counselors deal with the stress of third-party payments and health management organizations, they do experience large caseloads and limited time in the school day to effectively address the needs of students, faculty, parents and the school administration. Downing and Harrison (1992), citing the "realities of school counseling," acknowledge that SFC can assist school counselors in becoming more efficient and productive facilitators in spite of the alarming number of duties for which they are responsible.

As noted, elementary school counselors can benefit from SFC in that it helps them provide effective individual and small-group counseling services in spite of large caseloads. Also, LaFountain and Garner (1996) acknowledge the usefulness of SFC techniques with young children by highlighting the use of concrete activities such as, homework assignments, using art to tell stories, and structured thematic units that can be used highlight and identify exceptions to children's problems. As stated earlier, solutions and goals can be set for the student-client after new ideas and perspectives are outlined through SFC techniques.

The idea of the "miracle question" is also useful when working with young children, as is the case in this study. Sklare (1997) wrote that children who identify with the concept of magic, tales of fiction and make-believe and storytelling, would approve and relate to the use of a miracle or magic questions. Sklare is aware of the unrealistic goals and forecasts that young children may aspire to in answering a miracle question. However, he calls on the counselor to reframe and guide the child to a more probable and realistic solution.

Considering that young children posses fewer life-experiences from which to draw upon than do adults, some critics of SFC claim that children lack the awareness and

skills to make SFC a useful counseling approach in school counseling (Thompson & Rudolph, 2000). However, several researchers believe the strength of the counselor-child relationship, as well as the counselor's ability to follow the lead of the child, are responsible for yielding positive results from the use of SFC (Campbell & Elder, 1999; Mosert, Johnson, & Mosert, 1997; Sklare, 1997). Murphy (1997) points to genuinely matching the child's language, when appropriate, as another key to compensating for a child's lack of resourcefulness. This adds a sense of empathy and patience to a SFC-type counseling session where the child feels acknowledged and respected. As a result, children feel they are equal partners in the communication process that occurs in the counseling environment.

Murphy (1994) acknowledges the empowering affect SFC and its use of exceptions can have on children's self-esteem and sustained use of newly discovered solutions over long periods of time. In a separate study by LaFountain and Garner (1996), heightened levels of self-esteem were found for children who participated in small groups led by school counselors trained in SFC.

Regarding multicultural issues, Thompson and Rudolph (2000) write that SFC is applicable to Hispanic American/Latino culture members because of the directive and focused nature of the methods, along with the concept of centering on the here-and-now. According to Thompson and Rudolph, Hispanic Americans/Latino children feel more comfortable with counselors that offer directive hands-on interventions instead of cognitive, esoteric, affective, open-ended counseling sessions. While cautioning against generalizations regarding how diverse cultures react to counseling, Thompson and Rudolph indicate that Hispanic Americans/Latinos tend to favor interventions that are concise and those that can be completed in less than ten sessions.

The concrete nature of the interventions, emphasis on the counselor-client relationship, overall positive reaction of Hispanic Americans/Latinos to SFC, and unconditional positive regard for children inherent in de Shazer's theory have led to the decision to use SFC in this study. Furthermore, studies on the efficacy of SFC with small group interventions demonstrate positive outcomes when working with children experiencing difficulty in the school environment (Clark, 1998; LaFountain & Garner, 1996).

## Small Group Counseling Interventions

Small group counseling can be used to assist children in expressing feelings and in coping with various problems (Corey, 2000). According to Corey, counseling groups in an elementary school setting can be effectively used for developmental, remedial and preventative purposes. Counseling groups also provide school counselors with the opportunity to effectively provide services to concurrently meet the needs of many children (Brown, 1994). Through group work, school counselors can identify and assist young children in their academic and social development. Experiencing this intervention can provide children with the coping mechanisms and strategies needed to effectively handle current and future negative experiences they may encounter.

Gibson, Mitchell, and Basilie (1993) consider small group counseling beneficial for children in that it enables them to confront concerns in a social environment, where they gain indirect support from the notion that their problem is not exclusive to them. This idea of universality, developed by Yalom (1995), leads to decreased shame, isolation and self-perceptions of being different from others.

The developmental nature of counseling groups proves very useful when working with children's self-concepts, attitudes toward school and improved academic success;

the three dependent variables addressed in this study. Jacobs, Harvill, and Masson (1994) consider a small group intervention to be effective in treating children with negative self-concepts. These authors indicate that well organized groups, with structured activities and exercises, can assist students by increasing feelings of self worth. In working with learning disabled students, Amerikaner and Summerlin (1982) determined students participating in a social-skills group counseling intervention showed increased self-esteem when compared to students who did not take part in the counseling activity.

Regarding attitudes, Campbell and Myrick (1990) found increases in children's positive attitude toward schools for those who participated in group counseling. Teachers of low-performing students in this study rated their students as having a better attitude and improved behavior after taking part in structured activities centered on self-concept, motivation, school attitude and behavior. Also, Myrick and Dixon (1985) used the existence of a positive correlation between positive school attitudes and academic success as justification for providing small group counseling interventions focused on improving self-concepts to unmotivated or troubled students. A related study by Kilmann, Henry, Scarboro, and Laughlin (1979), found that elementary school-aged underachieving students were more motivated to learn after engaging in a nine-week, small-group counseling experience focusing on self-control and behavior modification.

The future of school counseling is directly related to the current focus on accountability of academic success and improved standardized test scores for all students. Schmidt (1999) stresses the importance for school counselors to become active agents in helping children meet the rigors of academic standards. He advocates the use of small group counseling as an effective way to improve academic success for children. Gerler, Kinney, and Anderson (1985) conducted research to test the effects of individual and

small-group counseling interventions on students' school performance. Students who participated in the experimental group of this study demonstrated significant improvements in mathematics and language arts grades when compared to students in the control group not receiving the intervention. Gerler, Kinney, and Anderson (1985) concluded that general counseling interventions that positively change a child's self-concept and focus on study-skills also accentuate the importance of socio-emotional variables regarding academic achievement.

As noted previously, solution-focused counseling is effective when administered through small-group interventions in a school setting. LaFountain, Garner, and Eliason (1996) indicate that school counselors who conduct SFC groups have the opportunity to simultaneously work with four or more students. These researchers believe it is in the best interest of the school counselor to work with a group of students who share the same problems, concerns, or situations, as opposed to working with them on an individual basis. Since SFC counselors concern themselves with finding solutions instead of dwelling on problems, children in SFC groups can work together, with guidance from the school counselor as a small group leader, on establishing goals and solutions (Coe & Zimpher, 1996). In general, solution-focused counseling groups allow children to bring their experiences to a counseling session, share those experiences with peers, engage in open discussion on feasibility of solutions, implement new solutions, and recount to the group the efficacy of newly-acquired coping skills.

When working with children from culturally diverse populations, researchers (Fehr, 1999; Pedersen, 1997; Yalom, 1995) caution small-group counselors to become aware of their own biases before beginning a small-group intervention. The success and ability to apply small group counseling techniques to Hispanic American/Latino children

depends more on the counselor's multicultural training, awareness of her/his own culture, and knowledge of her/his clients' cultural identity than the students' ethnicity (Corey, 2000). Overall, minority students from various cultural backgrounds will find small-group counseling experiences to be rewarding and beneficial (Lee, 1995).

Because of the ever-growing numbers of LEP students in U.S. schools, school counselors are faced with providing services to a vastly diverse student population (Keyes, 1989). Small-group counseling becomes a viable intervention in light of increasing Hispanic American/Latino, LEP caseloads. As noted, school counselors often organize and effectively execute small-group counseling activities for children focusing on divorced families, relocating to a new school and grief issues (Schmidt, 1999; Thompson & Rudolph, 2000). Therefore, it is also plausible for school counselors to assist elementary school-aged, LEP Hispanic American/Latino children experiencing difficulty in the school setting by providing them with a small-group counseling experience designed to fit their specific needs.

## Summary

Ogbu (1995) emphasized that LEP students experiencing problems with school adjustment and related socio-emotional concerns can benefit from additional assistance from school personnel. School counselors fill this role by facilitating Hispanic American/Latino LEP children's adjustment to the school environment using a variety of interventions (Gopaul-McNicol & Thomas-Presswood, 1998; Lee, 1995). A review of the professional literature in this chapter has provided information on relevant factors and techniques necessary to assist this specific group of elementary school-aged children.

The use of a small-group solution-focused counseling intervention, grounded in ameliorating a child's concerns and worries through reflective listening, can help a school

counselor establish rapport with children while also furthering their academic and personal/social coping skills (Wittmer, 2000). Cognizant of how language acquisition and negative educational experiences may hinder the socio-emotional development and academic progress of these children, this study seeks to determine the effectiveness of SFC, small-group counseling interventions as they pertain to Hispanic American/Latino LEP children.

# CHAPTER 3
# METHODOLOGY

The purpose of this study was to determine the effectiveness of a structured, small group, solution-focused counseling intervention with Spanish-speaking, LEP, elementary school students. The sample for the experimental and control groups was derived from LEP children in Grades three, four, and five who had received public school ESOL/ESL instruction for at least one year. The researcher-developed counseling intervention, administered by specially trained school counseling graduate students enrolled in their internships, was evaluated for its effectiveness in assisting Spanish-speaking, LEP students attain greater academic success, improve their self-concepts, and develop more positive school attitudes. Pre- and post-measures of effectiveness were completed by the participating students. A random sample of participating students were asked to respond to a set of qualitative, structured, open-ended questions following the experimental treatment.

The sampling and research procedures are described in this chapter. The intervention and counselor training for the study also are described.

## Population

The population of interest for this study was native-Spanish-speaking, LEP students in the third, fourth, or fifth grade who had received at least one year of ESOL/ESL education. Students participating in the study were classified as LEP and enrolled in a public school ESOL/ESL program in the Lafayette School Corporation (LSC), Lafayette, Indiana.

In 2001, the population of Lafayette, a mid-size city, was 56,397. In the academic year 2000-2001, the Indiana Department of Education (2001) reported the Lafayette School Corporation as having 7405 students attending 14 schools. Eleven of the 14 schools are elementary schools. A total of 3706 students were enrolled in Grades K through 6, with 1802 in Grades 3, 4, and 5. In addition, 27.3% of all students were eligible for free lunch and 21.2% of students fell into the "Minority" category – African American, Asian American, Hispanic American, Native American, and Other.

The 2001 demographics for Lafayette were similar to those statewide with the exception of Hispanic American/Latino residents and LEP students enrolled in ESOL/ESL programs. According to the State of Indiana (Stats Indiana, 2001), Hispanic American/Latinos accounted for 5.6% of the population in Lafayette, compared to 3.5% statewide. Lafayette reported a 307% increase in the number of Hispanic American/Latino residents between 1990 and 2000, the second largest increase in Indiana during the same time period. Most of these Latinos identified themselves as Mexican. Most of the Hispanic American/Latino population in this area is employed in agriculture or automobile manufacturing. With regard to LEP students, 1.36% of the Indiana public school students were enrolled in ESOL/ESL programs statewide in 2001, while 6.49% of Lafayette students were receiving ESOL/ESL instruction.

At the time of the study, 15.51% of all elementary school students enrolled in the LSC indicated Hispanic American/Latino as their ethnicity (Indiana Department of Education, 2001). According to data provided by the LSC, 360 elementary school-aged, LEP, Spanish-speaking students were receiving some sort of ESOL/ESL instruction during the 2001-2002 academic year. Of the 360 LEP, Spanish-speaking students, 194 elementary school children had received at least one year of ESOL/ESL instruction.

Sampling Procedure

Permission to conduct the research with a particular school district/corporation was sought after the University of Florida's Institutional Review Board granted approval for the study. After establishing that Lafayette, Indiana had an above average number of Hispanic American/Latino residents, the researcher sought the support and permission to conduct this research project within the Lafayette School Corporation.

In 2001, the Lafayette School Corporation had nine elementary schools where ESOL/ESL services for elementary school-aged children were provided. The Hispanic American/Latino student population in these schools accounted for 10% or more of the entire school enrollment. The details of the research project were presented to all nine principals as well as to the assistant superintendent for elementary education for LSC. School principals were provided with general information about the study, the population of interest for the study, a description of the counseling intervention as well as all other logistics pertinent to the study. Of the nine school principals who reviewed the information, four out of nine agreed to involve their schools in this project. Those who did not volunteer to do so indicated the project was too time consuming and/or did not see the benefits of associating their schools with the project.

A list, compiled of eligible students in Grades three, four, and five from the four participating schools, totaled 91. The four participating school principals assumed the responsibility of distributing informational materials to all ESOL/ESL students and their parents. The materials distributed to children and their families included informed consent forms, as well as a brief description of the study. All information provided to parents was written in both English and Spanish. The 59 students whose parents provided

consent to participate in the study were randomly assigned to the control group or the treatment group(s) at their schools, respectively.

## Resultant Sample

The resultant sample was composed of 59 ESOL/ESL students from four elementary schools whose parents provided consent for participation in the study. The pre- and post-tests measures, as well as the treatment were completed for all students within the pre-established time frame. Student demographics of the four participating schools are given in Table 3-1.

Table 3-1
Total Enrollment and Student Race/Ethnicity by Participating School

| School Number | Enrollment | Percent of Students by Race/Ethnicity | | | | |
|---|---|---|---|---|---|---|
| | | White | Black | Latino | Asian | Native American |
| 1 | 547 | 75% | 2.6% | 17.2% | 1.1% | 0.2% |
| 2 | 444 | 59.9% | 7% | 28.2% | 0.7% | 0.2% |
| 3 | 366 | 71% | 6.8% | 19.7% | 0.0% | 0.0% |
| 4 | 375 | 78.1% | 3.7% | 12.8% | 1.6% | 0.3% |

The number of participating students per school varied from 6 to 21. Based on related research and expert opinion (Wittmer, 2000), it was determined that no treatment group should have more than five members. For this reason, the sample was divided into a control group of 31 students and an experimental group of 28 students. Of the six treatment groups, one had three participants while the other five consisted of five participants each. The demographics of the total sample, treatment group and control group are found in Table 3-2.

The control group consisted of 19 females and 12 males and the treatment group included 17 females and 11 males. Five of the control group members were 8-year-olds,

thirteen were 9-year-olds, ten were 10-year-olds and three were 11-year-olds. The treatment group consisted of nine children who were 8-year-olds, eight who were 9-year-olds, eight who were 10-year-olds and three who were 11-year-olds.

Table3-2
Demographic Characteristics of Sample by Sex, Age-level, and Level of Time in ESOL/ESL Program

| | Demographics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sex | | Age-Level | | | | Level for Time in ESOL/ESL | | |
| Groupings | Male | Female | 8 | 9 | 10 | 11 | 3 Years | 4 Years | 5 years |
| Sample n = 59 | 39% | 61% | 24% | 36% | 30% | 10% | 35.6% | 35.6% | 28.8% |
| Treatment n = 28 | 39% | 61% | 32% | 29% | 29% | 10% | 35.8% | 32.1% | 32.1% |
| Control n = 31 | 39% | 61% | 16% | 42% | 32% | 10% | 35.5% | 38.7% | 25.8% |

## Relevant Variables

Two standardized assessment instruments were administered pre- and post-intervention to participants in both the control and experimental groups. The instruments used were the (a) Piers-Harris Children's Self-Concept Scale (PHCSCS) and the (b) School Attitude Inventory (SAI). In order to ensure confidentiality of scores, all instrument measures were coded according to gender, age-level, and level of time in ESOL/ESL programs for each participating child. In addition, after the treatment, an open-ended, three-question interview was conducted with a small, random sample of children from the experimental and control groups. The group consisted of 24 children, roughly 40% of the original sample.

## Independent Variables

According to Gay (2000), quantitative research studies wherein the researcher manipulates an independent variable are considered to be experimental in nature.

Therefore, the independent variable for this study was the solution-focused, small-group counseling treatment (Appendix D).

The researcher, with the assistance of the counseling interns, randomly assigned students at their respective schools to the treatment or control groups. As noted, 28 children participated in the small group treatment experience while 31 comprised the control group.

The masters-level school counseling interns attended a 2-hour workshop conducted by the researcher prior to implementing the treatment (Appendix B). The treatment facilitators were responsible for leading the experimental small groups in their assigned schools, as well as administering the pre and post measures. The control group participants did not receive treatment. However, the researcher and participating school principals undertook measures to provide the small-group counseling intervention to the control group once post-treatment data had been collected from both groups.

Finally, in order to account for fidelity of treatment, each treatment facilitator completed a weekly checklist to verify duration of the weekly small group interventions, the completion of the structured exercises in each activity, the discussion of homework assignments, and any presenting problems with the intervention.

## Dependent Variables

This study focused on two dependent variables: participating student's self-concept and school attitude.

The academic success of the participants also was of interest in this study. This variable was addressed by the researcher asking three open-ended questions (Appendix C) to a small, selected sample of experimental and control group participants at the conclusion of the 6-week treatment. The structured interviews helped gauge possible

changes in students' perceptions of their academic success following the treatment. Their responses were recorded and appear in Appendix E.

## Instruments

In order to determine the effects of the treatment, the following assessment measures were used: Piers-Harris Children's Self-Concept Scale (PHCSCS), the School Attitude Inventory (SAI) and the three-question structured interview (Appendix C). Both the PHCSCS and the SAI are self-report surveys. Pre-test and post-test of the PHCSCS and SAI were administered by the group facilitators and scored within five days of being administered. The structured interview was conducted by the researcher, without previous contact with the respondents or knowledge of treatment/control group affiliation (blind review).

### Piers-Harris Children's Self-Concept Scale (PHCSCS)

The Piers-Harris Children's Self-Concept Scale (PHCSCS) was developed in 1966 by Ellen Piers and Dale Harris to assess how children and adolescents feel about themselves (Epstein, 1985). The PHCSCS is normed-referenced and intended for use with children ages eight through 18. It was originally normed on a sample of 1,183 Pennsylvania children in Grades three through twelve (Piers, 1984).

The PHCSCS is a self-report measure composed of 80 items and takes approximately 20-30 minutes to complete. Responses to the items are either "yes" or "no," indicating if the item is true or not (most of the time) for the experience described. An adult may administer the PHCSCS individually or to a group of children. Children taking the PHCSCS may read the items themselves or, if necessary, the examiner is permitted to read the questionnaire aloud, especially to children in lower grades (four, five, and six) and younger (Epstein, 1985). According to Jeske (1985), procedures for

administering, hand scoring, and interpreting the instrument may be completed in 30 minutes per student.

The PHCSCS was designed to measure how children and adolescents perceive themselves within six areas:

- Behavior (16 items)
- Intellectual and school status (17 items)
- Physical attributes and appearance (13 items)
- Anxiety (14 items)
- Popularity (12 items)
- Happiness and satisfaction (10 items)

According to Piers (1984), the six "clusters" that comprise the PHCSCS were chosen based on a meta-analysis of correlations of seven separate samples of students. Along with an overall score, the PHCSCS yields scores for the six individual clusters. The participants' overall score, as well as individual cluster scores, were a part of the data analyzed in this study.

Teachers and trained paraprofessionals are best suited for administering the PHCSCS, while interpreting the scores should be done by masters-level professionals with advance knowledge of psychological assessments (Piers, 1984). The lowest possible raw score for each cluster is "0" while the highest raw score depends on the number of items in the specific cluster. The overall raw score for the PHCSCS is determined by adding the six individual raw scores, with the lowest score being "0" and the highest score being "80." Information for converting raw scores into percentiles, stanines and T-scores are provided on the individual answer sheets. Higher raw scores correspond with higher stanines, percentiles, and T-scores.

Tests of reliability for the PHCSCS have been conducted with a variety of children. Using the Kuder-Richarsdon Formula 20, reliabilities of .88 - .93 for males and

females were cited by Piers (1984) for the overall test scores. Also, alpha coefficients of .90 - .91 were reported by Piers for males and females. Thus, internal consistency for the total score on the test is relatively high. Finally, Piers (1984) reports a .72 reliability coefficient for a four-month test-retest time interval based on a study of children in the third grade.

Tests of reliability for individual clusters of items are based on the initial standardization sample for the six sub-scales using 485 students from the original 1,183, and an additional 97 children from Pennsylvania outpatient psychiatric clinics. Coefficient alpha levels of internal consistency were reported at .73 for Satisfaction, .74 for Popularity, .76 for Physical appearance, .77 for Anxiety, .78 for Intellectual and School Status, and .81 for Behavior (Piers, 1984).

A number of empirical studies by Piers (1984) were used to determine the content, criterion-related, and construct validity of the PHCSCS. An original factor analysis conducted by Piers (1984) in order to establish content validity narrowed down ten original scales into the current six clusters. A follow-up factor analysis using the six clusters was conducted ten years later and yielded strong support for the original six clusters (Piers, 1984). Other studies cited by Piers (1984) indicate support for most or all of the six clusters of the PHCSCS. Piers also determined levels of intercorrelation among the six clusters of items in order to establish criterion-related validity, yielding correlations ranging from .21 to .59. Finally, construct validity estimates were determined by comparing the PHCSCS to several related instruments, including the Coopersmith Self-Esteem Inventory and Personal Attribute Inventory for Children. Correlations between the PHCSCS and the other measures ranged from .32 to .85 (Piers, 1984).

The PHCSCS, considered an excellent research instrument (Epstein, 1985), has been used successfully by several researchers to study the self-concepts of bilingual Hispanic-American/Latino children and adolescents (Piers, 1984). These two factors, along with strong reliability and validity indicators, demonstrated the rationale for using the PHCSCS in this study.

School Attitude Inventory (SAI)

The School Attitude Inventory (SAI) (Appendix C) is a self-report, paper-and-pencil measure that consists of ten items dealing with one's pleasure, excitement, and personal control at school. The items comprise behaviors related to school success and attitude toward school for elementary aged children (Cuthbert, 1987). Student's responses to the SAI are based on a pictorial scale termed the Self-Assessment Manikin (Lang, 1980). The Self-Assessment Manikin was based on factor analytic studies of affective ratings with children (Osgood, 1962).

The SAI evaluation scale for each item is presented visually through use of three cartoon panels. Each panel consists of five pictures. The first panel reveals a cartoon figure with five variations of a face, from excessive smiling to extreme frowning. This is intended to measure a young child's happiness at school. The second panel shows a cartoon figure with five variations of stress, from being highly anxious or stressed to utter calmness. The third panel depicts a cartoon figure with five variations of control, from a small size figure representing total control to a large figure representing extreme lack of control. This is intended to measure the level of a young child's perceived control at school. Students taking the SAI indicate their choices to each of the ten items in relation to the three dimensions (happiness, stress and control) by placing an "X" over the picture that best symbolizes their feelings regarding a specific dimension. Each dimension has a

range from one to five points per question. Thus, total scores on the SAI range from 30 to 150, with total scores per question ranging from three to 15 and total scores per dimension range from 10 to 50. For analysis purposes, each response is converted into numbers, with "5" representing the most pleasure, "5" the most calm, and "5" the most control.

Cuthbert (1987) used the SAI in a study focusing on measuring the effectiveness of an elementary school classroom guidance unit for promoting school success. Consequently, the SAI was developed for children at or above a third-grade reading level. However, in cases where children are unable to read and comprehend the items, the SAI can be read aloud to children (Webb, 1999). Cuthbert (1987) conducted test-retest reliability for the SAI and found a coefficient of stability of .76 with 49 third-grade students.

Three-Question Interview for Academic Success

The researcher randomly selected 24 children (12 from the experimental group and 12 from the control group) to participate in a structured, three open-ended-question interview (p. 112) regarding their perceived academic success. In accordance with proper structured interview techniques, each child was asked the same three pre-established questions in the same order (Fontana & Frey, 2000). The responses of the 24 participants were recorded in writing and analyzed using qualitative research methods. The research methodology used to analyze the questionnaire data is given below and the results are given in Chapter 4 and discussed in Chapter 5.

## Hypotheses

A .05 alpha level of significance was used to determine whether differences found between the means of the experimental and control group were due to chance or to the

treatment provided. According to McNamara (1994), an appropriate level of significance ($\alpha = .05$ in this case) represents the risk of wrongfully rejecting the null hypothesis and thereby committing a Type I error.

The following eight null hypothesis were tested:

1. There is no difference in the self-concept of third, fourth and fifth grade Hispanic American/Latino, LEP children in ESOL/ESL programs as a result of participation in the experimental small group intervention, as compared to the control group.

2. There is no difference in the attitudes toward school of third, fourth and fifth grade Hispanic American/Latino, LEP children in ESOL/ESL programs as a result of participation in the experimental small group intervention, as compared to the control group.

3. There is no self-concept interaction among treatment and gender.

4. There is no self-concept interaction among treatment and age-level.

5. There is no self-concept interaction among treatment and level for time in ESOL/ESL program.

6. There is no school attitude interaction among treatment and gender.

7. There is no school attitude interaction among treatment and age-level.
8. There is no school attitude interaction among treatment and level for time in ESOL/ESL program.

In addition to the hypotheses testing listed above, the researcher determined the effectiveness of the small group counseling intervention on participants' school success. The researcher sought to ascertain the relationship between school success and participation in the treatment or control group, by using the qualitative data collected using the structured interview instrument.

## Research Design and Data Analyses

The research design used for this study was a pre-post, control group design. Children were randomly assigned to a control or experimental group at their individual

schools. Random assignment of the children to the experimental and control groups enhanced internal validity (Gay, 2000). As noted, there were a total of 59 children, representing four different schools, participating in the study. A total of 31children were in randomly assigned to the control group while 28 children participated in the experimental group. Table 3-3 details the experimental design for this study.

Analysis was performed on the pre-to-post test changes in scores for the two standardized measures used in the study. Analyses of covariance (ANCOVA) was conducted to determine the significance of differences between groups, with the participants' pre-test scores used as the covariate (Shavelson, 1996). Factorial ANCOVA was used to determine relationships and differences among self-concept and school attitudes, and gender, age-level and level for time students had been enrolled in ESOL/ESL program also were computed.

Qualitative research analyses were applied to respondents' answers to the structured interview administered by the researcher. Data was gathered from key-words-in-context (KWIC) lists derived from the ethnographic examination of field notes (Ryan & Bernard, 2000). The qualitative data then was analyzed through the constant comparative method. According to Gilgun, Daly and Handel (1992), this method, derived from grounded theory, can be conducted in order to determine possible similarities and differences between control and experimental groups. This was done by comparing the KWIC lists from the treatment group with the KWIC lists derived from the control group respondents to the 3 questions.

The researcher conducted the short, approximately five-minute long interview, with each of the 24 participants (12 control and 12 experimental group participants). The

interviews were conducted in English and each interviewee agreed that she/he understood the questions asked. Of the 12 participating control group members, eight were female and four were male. Consequently, seven female participants and five male participants comprised the 12 treatment group participants. Overall, 15 female students and nine male students were interviewed.

Table 3.3
Pre-Post Control-Experimental Group Design

| | | Outcome measurement times | | | |
|---|---|---|---|---|---|
| Condition | | Pre | | | Post |
| $T_1$ | R | $O_1$ $O_2$ | X | $O_1$ | $O_2$ |
| $C_1$ | R | $O_1$ $O_2$ | | $O_1$ | $O_2$ |
| $T_2$ | R | $O_1$ $O_2$ | X | $O_1$ | $O_2$ |
| $C_2$ | R | $O_1$ $O_2$ | | $O_1$ | $O_2$ |
| $T_3$ | R | $O_1$ $O_2$ | X | $O_1$ | $O_2$ |
| $C_3$ | R | $O_1$ $O_2$ | | $O_1$ | $O_2$ |
| $T_4$ | R | $O_1$ $O_2$ | X | $O_1$ | $O_2$ |
| $C_4$ | R | $O_1$ $O_2$ | | $O_1$ | $O_2$ |

$T_n$ = Treatment group and school number
$C_n$ = Control group and school number
R = Random assignment of subjects to groups
X = Group counseling treatment for LEP, ESOL/ESL students
$O_1$ = Piers-Harris Children's Self-Concept Scale (PHCSCS)
$O_2$ = School Attitude Inventory (SAI)

## Masters-level School Counseling Student Training

The researcher trained the two female, Caucasian, masters-level school counseling interns in the implementation and use of the small group intervention. The facilitators were 25 and 41 years old. The training consisted of a 2-hour in-service meeting designed to prepare them to implement the small-group counseling treatment

along with specific instructions so as to insure that the treatment would be uniform and consistent across the participating treatment groups and schools.

The scope of the information presented as a handout packet at the in-service training included a description of the research and its procedures, and a standardized schedule for delivering the intervention to the selected students (Appendix B). Particular attention was given to obtaining data for the dependent variables, including instructions on how to administer the instruments. Also, controlling and standardizing the experimental conditions as much as possible was discussed in order to limit differences among the experimental groups. The in-service concluded with an opportunity for both interns to ask questions and provide comments. A brief workshop outline follows below. Details of the workshop are provided in Appendix B.

Masters-level School Counseling Student Training Workshop Outline

- Purpose of the Study (5 minutes)
- Experiences of Hispanic American/Latino, Limited-English Proficient Children (50 minutes)
  - A. Needs of Hispanic American/Latino children and counseling issues
  - B. Educational experiences of Spanish-speaking, LEP children
  - C. English-as-a-Second-Language instruction and language acquisition
  - D. Assisting Hispanic American/Latino, LEP students in ESOL/ESL programs
- Research Procedures (50 minutes)
  - A. Overview of research design
  - B. Small-Group Guidance and Solution-Focused Counseling
  - C. Randomization of student participants
  - D. Informed notice and consent
  - E. Collecting pre- and post-data
- Delivery of Counseling Interventions
- Return of Research Materials (5 minutes)
- Questions and Comments (10 minutes)

Lastly, the researcher provided weekly written notices to each of the group facilitators in an effort to assist them to follow the timeline, suggestions for counseling

Hispanic American/Latino students, providing the intervention and related home activities, and administering the post-measures.

Description of Treatment

A solution-focused, small group counseling intervention, developed by the researcher, was used in this study. The treatment period for the experimental group spanned 6 weeks and included one 40-minute session per week. The intervention was conducted during the Fall 2001 semester to coincide with the second school grading period. The participating LEP students assigned to the experimental group received the small-group treatment.

The overall theme of the 6-session, small-group intervention was that of a structured "treasure hunt," including structured take-home assignments. The items that were "discovered" and "collected" – to use treatment jargon – consisted of skills and tools that can be helpful to LEP, Spanish-speaking students, in order to achieve academic success and to develop a positive self-concept and overall more positive school attitude. The solution-focused counseling, 6-session, thematic unit was designed to give children the impression that they are on a quest for "items" to place in their "treasure bags," with the school counselor serving as their "Treasure Hunt" guide – again, using treatment jargon. The results of participating in the treatment were a completed treasure map for each experimental group participant that depicts improved academic achievement, social-emotional development, and school adjustment.

The pre-tests were administered by the masters-level school counseling students to the 59 participants, one week prior to the first small-group counseling session. The experimental groups began meeting the following week. The control group members continued to go about their regular school routines.

The first session of the counseling intervention focused on establishing school counselor-child rapport. The first session also introduced the entire intervention, addressed the reason for the children's participation and explained the treasure hunt theme, confidentiality in the group, duration of each session, number of sessions, and additional questions the children may have had. The remaining five sessions addressed specific stigmas, problems, and concerns encountered in the school environment, as well as other issues facing the Spanish-speaking, LEP students in the school environment. Students in the treatment group were excused from recess and physical education classes in order to take part in the intervention.

To adhere to the basic premises of solution-focused counseling, children participating in the experimental small groups were provided with the opportunity to develop and implement solutions to possible concerns and issues. Dealing with discrimination, discussing and acknowledging emotions and experiences related to being ethnically and linguistically different from peers, discussing their experiences with their ESOL/ESL teachers, reducing stress caused by non-native language instruction, developing better study skills, strengthening self-concept, coping with a society and school environment different from the one experienced in the home and country of origin, and planning for future goals are among the topics were addressed in the small-group counseling sessions. At the conclusion of each session, children were encouraged to apply what they learned in the small group setting to their school and home environments during the next week. Therefore, homework assignments were completed by participants and became a major aspect of the following small-group session. The intervention culminated at the end of 6 weeks with a wrap-up session to highlight key points and agreed upon solutions.

The post-tests and open-ended question, structured interviews were conducted within a total of seven days of termination of the treatment. Both the experimental and control group members were administered the post-tests measures by the school counseling interns three days following the last small group session with the experimental groups. The researcher conducted the three-question, structured interview within seven days of the administering the post-treatment measures.

## Summary

The study occurred during the second grading period of the 2001-2002 public school year, between October and December 2001. Prior to beginning the study, the researcher met with administrators and nine elementary school principals in the Lafayette (Indiana) School Corporation to secure permission to conduct the research within their school corporation. The researcher conducted in-service training with the two masters-level school counseling interns to discuss assessment administration and their facilitating of the small group counseling treatment. The six treatment sessions lasted approximately 40 minutes each and occurred once per week. The researcher conducted interviews with 24 participants using a qualitative, open-ended, three-item questionnaire. The interviews followed the post-test administration of assessment instruments.

# CHAPTER 4
# RESULTS

The purpose of this study was to examine the effects of a solution focused, small group counseling intervention with third, fourth, and fifth grade, limited English proficient (LEP), Hispanic American/Latino students' self-concepts and attitudes toward school. The students selected for participation in the study were all participants in an English for Speakers of Other Languages/English as a Second Language (ESOL/ESL) public school program and had been so enrolled for at least one year prior to the beginning of the study. The small group counseling intervention, developed and written by the researcher, was designed to improve the students' self-concepts and attitudes toward school, as well as their overall perceived school success.

Two school counseling interns, both enrolled in a graduate-level program in a Counselor Education department, delivered the structured, small group intervention to the students over a 6-week time period. Both interns were in their final semester of internship and were female, and were 25 and 41 years of age. Lastly, both completed the required training for administering the assessments used in the study and for effectively conducting the 6-week long treatment. The school counseling interns also were responsible for administering the pre- and post-measures.

In order to determine the effectiveness of the small group counseling intervention, statistical analyses were conducted on the pre- and post-test data collected. A two-way ANOVA was performed on the school effects data, an ANCOVA on the main effects and an ANCOVA was performed on the categorical data.

Two dependent measures, the Piers-Harris Children Self-Concept Scale (PHCSCS) and the School Attitude Inventory (SAI) were administered to all participants (N = 59). A qualitative, structured interview, conducted by the researcher following completion of the small group intervention, was completed with a random sample of participants from the experimental and control groups. The three-question, verbal interview was conducted to determine the perceived overall effectiveness of the intervention on participants' perceived school success.

The 28 third through fifth grade students who completed the 6-week treatment program were enrolled in four different public schools in a city in Indiana. Random assignment of students to the control and treatment groups was done prior to administering the pre-test measures. This random assignment resulted in 31 students being placed in the control group and 28 in the treatment group. Twenty-four of the 59 participants also were randomly selected to participate in the qualitative, structured interview at the conclusion of the treatment.

## Data Analyses

Eight hypotheses were tested on the two quantitative dependent variables. The level of significance was set at .05 for all statistical tests performed. The means and standard deviations for the pre- and post-tests are provided in Table 4-1.

### School Effects

The 59 students participating in this study had been assigned to four intact school groups. Thus, a two-way ANOVA was conducted on pre-assessment measures for the PHCSCS and SAI to test for the between schools differences and/or school-by-group as well as for between interactions. The data analysis yielded no significant differences between schools for the PHCSCS pre-test ($F(1,51) = 2.13$, $p = .11$), or the SAI pre-test

(F (1,51) = 1.16, p = .34). Also, the school-by-group interactions were not found to be significant for the PHCSCS (F (3,51) = 2.37, p = .68) or the SAI (F (3,51) = .64, p = .59). Therefore, the data for both the control and treatment groups were collapsed, to establish one treatment group (N = 28) and one control group (N = 31). The complete results of this ANOVA are found in Table 4-2.

Table 4-1
Means and Standard Deviation of Pre- and Post-Test Scores for Control and Treatment Group Students

| Variable | N | Mean | Std Dev |
|---|---|---|---|
| | Control Group Students | | |
| PHCSCS – Pre | 31 | 62.64 | 13.98 |
| PHCSCS –Post | 31 | 62.29 | 13.55 |
| SAI – Pre | 31 | 132.94 | 18.65 |
| SAI – Post | 31 | 134.26 | 18.89 |
| | Treatment Group Students | | |
| PHCSCS – Pre | 28 | 56.93 | 11.63 |
| PHCSCS – Post | 28 | 57.96 | 13.63 |
| SAI – Pre | 28 | 128.75 | 16.58 |
| SAI – Post | 28 | 131.75 | 17.63 |

Table 4-2
Two-way Analysis of Variance for Between Schools Effect and Between Schools Effect by Treatment Group Effects

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| SchGrp, PHCSCS | 1023.09 | 3 | 341.03 | 2.13 | .11 |
| SchGrp*Trt, PHCSCS | 241.55 | 3 | 80.59 | .50 | .68 |
| Error | 8175.81 | 51 | 160.31 | | |
| Corrected Total | 9995.73 | 58 | | | |
| SchGrps, SAI | 1091.71 | 3 | 363.90 | 1.16 | .34 |
| SchGrps*Trt, SAI | 606.74 | 3 | 202.25 | .64 | .59 |
| Error | 16061.94 | 51 | 314.94 | | |
| Corrected Total | 18108.85 | 58 | | | |

Main Effects and Interactions

According to Shavelson (1996), use of ANCOVA is appropriate if a correlation greater than .60 exists between the covariate and post-test. Correlations of .88 between

PHCSCS pre- and post-tests and .67 between SAI pre- and post-tests were found. Therefore, an ANCOVA, with the pre-test measures of the PHCSCS and SAI as covariates, was used to test for main effects.

Self-Concept

To examine of treatment effects on self-concept, an ANCOVA was conducted on the participants' total scores on the PHCSCS. The PHCSCS measures a child's self-concept based on her or his self-report; lower overall scores indicate a lower self-concept while higher overall scores indicate a higher self-concept.

Participation in the small group intervention by the experimental group yielded no significant differences between the experimental and control group PHCSCS means. The following null hypothesis (Ho1) was not rejected:

Ho1: There is no difference in the self-concept of third, fourth and fifth grade Hispanic American/Latino, LEP children in ESOL/ESL programs as a result of participation in the experimental small group intervention.

The participating students' self-concepts were not significantly affected by the small group intervention experience as measured by the PHCSCS. The covariate was significant ($F(1,56) = 189.04$, $p < .001$). However, as shown in Table 4-3, although the (adjusted) mean score on the post-test was slightly higher, the resultant difference was not significant. The data for this analysis are shown in Table 4-4.

Table 4-3
Adjusted Post-Means of PHCSCS Scores

| Source | Adjusted Post-Test Means |
|---|---|
| Control Group | 59.79 |
| Treatment Group | 60.74 |

Table 4-4
Analysis of Covariance for Main Effects of Treatment for PHCSCS

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 8116.81 | 1 | 8116.81 | 189.06 | .00 |
| Trt | 12.74 | 1 | 12.74 | .30 | .59 |
| Error | 2404.54 | 56 | 42.94 | | |
| Corrected Total | 10976.68 | 58 | | | |

Interaction effects. The treatment by gender interaction also was examined for the PHCSCS to test the following null hypothesis:

Ho3: There is no self-concept interaction of treatment by gender.

The independent variable of gender did not significantly interact for the PHCSCS ($F(1, 54) = .64$, $p = .43$). Therefore, this null hypothesis was not rejected (see Table 4-5).

Table 4-5
Factorial Analysis of Covariance for Interaction of Gender and Self-Concept

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 7442.65 | 1 | 7442.65 | 169.17 | .00 |
| Sex*Trt | 28.10 | 1 | 28.10 | .64 | .43 |
| Error | 2375.71 | 54 | 43.10 | | |
| Corrected Total | 10796.68 | 58 | | | |

The treatment by age-level interaction also was examined for the PHCSCS to test the following null hypothesis:

Ho4: There is no self-concept interaction of treatment by age-level.

The independent variable of age-level did not significantly interact for the PHCSCS ($F(1,50) = .77$, $p = .52$). Therefore, the null hypothesis was not rejected (see Table 4-6).

Table 4-6
Factorial Analysis of Covariance for Interaction of Age-Level and Self-Concept

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 6530.22 | 1 | 6530.24 | 148.56 | .00 |
| Age*Trt | 101.71 | 1 | 33.91 | .77 | .52 |
| Error | 2197.81 | 50 | 43.96 | | |
| Corrected Total | 10796.68 | 58 | | | |

The treatment by level of time in an ESOL/ESL program interaction also was examined for the PHCSCS test the following null hypothesis:

Ho5: There is no self-concept interaction of treatment by level of time in ESOL/ESL program.

The independent variable of level of time in an ESOL/ESL program did not significantly interact for the PHCSCS ($F(1, 52) = .20$, $p = .82$). Therefore, null hypothesis five was not rejected (see Table 4-7).

The six subscales of the PHCSCS also were used to measure the effect of treatment on the self-concept of the participating students and particularly in regard to gender, age-level, and level of time in an ESOL/ESL program. No statistically significant results were revealed by these ANCOVA, for any of the six subscales. The data analyses for main effects of treatment for the PHCSCS subscales are presented in Tables 4-8 and 4-9. Tables 4-10 through 4-15 present data analyses of interactions for gender, age and years in ESOL/ESL programs, and PHCSCS subscales.

Table 4-7
Factorial Analysis of Covariance for Interaction of Level of Time in ESOL/ESL Program and Self-Concept

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 5944.58 | 1 | 5944.58 | 133.07 | .00 |
| ESL*Trt | 17.58 | 2 | 8.79 | .20 | .82 |
| Error | 2322.97 | 52 | 44.67 | | |
| Corrected Total | 10796.68 | 58 | | | |

Table 4-8
Analysis of Covariance for Main Effects of Treatment for PHCSCS Subscales – Behavior, Intellectual Status and Physical Appearance

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Behavior | 192.01 | 1 | 192.01 | 32.25 | .00 |
| Trt | 4.16 | 1 | 4.16 | .70 | .41 |
| Error | 333.45 | 56 | 5.95 | | |
| Corrected Total | 568.75 | 58 | | | |
| Pre-Test: Intellectual | 694.89 | 1 | 694.89 | 158.67 | .00 |
| Trt | .40 | 1 | .40 | .09 | .77 |
| Error | 245.25 | 56 | 4.38 | | |
| Corrected Total | 955.19 | 58 | | | |
| Pre-Test: Physical Appearance | 395.66 | 1 | 395.66 | 70.88 | .00 |
| Trt | 4.79 | 1 | 4.79 | .86 | .36 |
| Error | 312.62 | 56 | 5.58 | | |
| Corrected Total | 708.88 | 58 | | | |

Table 4-9
Analysis of Covariance for Main Effects of Treatment for PHCSCS Subscales – Anxiety, Popularity, and Happiness

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Anxiety | 341.92 | 1 | 341.92 | 78.87 | .00 |
| Trt | 1.14 | 1 | 1.14 | .26 | .61 |
| Error | 242.78 | 56 | 4.33 | | |
| Corrected Total | 608.24 | 58 | | | |
| Pre-Test: Popularity | 329.83 | 1 | 329.83 | 71.51 | .00 |
| Trt | 2.13 | 1 | 2.13 | .46 | .50 |
| Error | 258.31 | 56 | 4.61 | | |
| Corrected Total | 590.98 | 58 | | | |
| Pre-Test: Happiness | 116.48 | 1 | 116.48 | 62.86 | .00 |
| Trt | 1.16 | 1 | 1.16 | .62 | .43 |
| Error | 103.77 | 56 | 1.86 | | |
| Corrected Total | 220.95 | 58 | | | |

Table 4-10
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Self-Concept – PHCSCS Behavior Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Behavior | 142.17 | 1 | 142.17 | 24.06 | .00 |
| Sex*Trt | 12.46 | 1 | 12.46 | 2.11 | .15 |
| Error | 319.16 | 54 | 5.91 | | |
| Pre-Test: Behavior | 146.67 | 1 | 146.67 | 22.90 | .00 |
| Age*Trt | 7.58 | 3 | 2.53 | .39 | .76 |
| Error | 320.18 | 50 | 6.40 | | |
| Pre-Test: Behavior | 124.06 | 1 | 124.06 | 22.54 | .00 |
| ESL*Trt | 26.70 | 2 | 13.35 | 2.43 | .10 |
| Error | 286.25 | 52 | 5.51 | | |
| Corrected Total | 568.75 | 58 | | | |

Table 4-11
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Self-Concept – PHCSCS Intellectual Status Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Intellectual | 659.36 | 1 | 659.31 | 149.95 | .00 |
| Sex*Trt | 7.73 | 1 | 7.73 | 1.76 | .19 |
| Error | 237.44 | 54 | 4.40 | | |
| Pre-Test: Intellectual | 626.68 | 1 | 626.8 | 145.66 | .00 |
| Age*Trt | 22.63 | 3 | 7.54 | 1.75 | .17 |
| Error | 215.12 | 50 | 4.30 | | |
| Pre-Test: Intellectual | 553.51 | 1 | 553.51 | 123.75 | .00 |
| ESL*Trt | 2.86 | 2 | 1.43 | .32 | .73 |
| Error | 232.58 | 52 | 4.47 | | |
| Corrected Total | 955.19 | 58 | | | |

Table 4-12
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Self-Concept – PHCSCS Physical Appearance Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Physical Appearance | 357.35 | 1 | 357.35 | 62.29 | .00 |
| Sex*Trt | 1.53 | 1 | 1.53 | .27 | .61 |
| Error | 309.84 | 54 | 5.74 | | |
| Pre-Test: Physical Appearance | 295.75 | 1 | 295.75 | 54.89 | .00 |
| Age*Trt | 8.97 | 3 | 2.99 | .56 | .65 |
| Error | 269.42 | 50 | 5.39 | | |
| Pre-Test: Physical Appearance | 314.30 | 1 | 314.30 | 53.67 | .00 |
| ESL*Trt | 4.58 | 2 | 2.29 | .39 | .68 |
| Error | 304.52 | 52 | 5.86 | | |
| Corrected Total | 708.88 | 58 | | | |

Table 4-13
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Self-Concept – PHCSCS Anxiety Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Anxiety | 298.06 | 1 | 298.06 | 66.65 | .00 |
| Sex*Trt | 1.28 | 1 | 1.28 | .256 | .60 |
| Error | 241.48 | 54 | 4.47 | | |
| Pre-Test: Anxiety | 323.82 | 1 | 323.82 | 71.80 | .00 |
| Age*Trt | 12.01 | 3 | 4.00 | .89 | .45 |
| Error | 225.52 | 50 | 4.51 | | |
| Pre-Test: Anxiety | 260.64 | 1 | 260.64 | 57.00 | .00 |
| ESL*Trt | 2.65 | 2 | 1.32 | .29 | .75 |
| Error | 237.77 | 52 | 4.57 | | |
| Corrected Total | 608.24 | 58 | | | |

Table 4-14
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Self-Concept – PHCSCS Popularity Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Popularity | 328.93 | 1 | 328.93 | 70.09 | .00 |
| Sex*Trt | 4.72 | 1 | 4072 | 1.01 | .32 |
| Error | 253.41 | 54 | 4.70 | | |
| Pre-Test: Popularity | 282.17 | 1 | 282.17 | 61.40 | .00 |
| Age*Trt | 12.77 | 3 | 4.26 | .93 | .44 |
| Error | 229.79 | 50 | 4.60 | | |
| Pre-Test: Popularity | 200.33 | 1 | 200.33 | 46.05 | .00 |
| ESL*Trt | 15.09 | 2 | 7.55 | 1.74 | .19 |
| Error | 226.19 | 52 | 4.35 | | |
| Corrected Total | 590.98 | 58 | | | |

Table 4-15
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Self-Concept – PHCSCS Happiness Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Happiness | 93.94 | 1 | 93.94 | 52.81 | .00 |
| Sex*Trt | 6.50 | 1 | 6.50 | 3.65 | .061 |
| Error | 69.06 | 54 | 1.78 | | |
| Pre-Test: Happiness | 88.22 | 1 | 88.22 | 54.65 | .00 |
| Age*Trt | 4.69 | 3 | 1.56 | .97 | .42 |
| Error | 80.72 | 50 | 1.61 | | |
| Pre-Test: Happiness | 98.87 | 1 | 98.87 | 55.23 | .00 |
| ESL*Trt | .145 | 2 | 7.23 | .04 | .96 |
| Error | 93.09 | 52 | 1.79 | | |
| Correlated Total | 220.95 | 58 | | | |

Student Attitude Toward School

To study the effects of treatment on students' attitudes toward school, statistical analyses were conducted on School Attitude Inventory (SAI) scores for the experimental group. The SAI is a self-report measure of a child's attitude toward school. Lower overall scores indicate a more negative attitude toward school while higher overall scores indicate a more positive attitude toward school. The resulting data were used to test the second null hypothesis:

Ho2: There is no difference in the attitude toward school of third, fourth and fifth grade Hispanic American/Latino, LEP children in ESOL/ESL programs as a result of participation in the experimental small group intervention.

Participation in the small group intervention by the experimental group yielded no significant differences in score means on the SAI when compared to the control group's scores. Therefore, Ho2 was not rejected (see table 4-16). This result indicates that the participating LEP, Hispanic American/Latino students' overall attitudes toward school were not significantly affected by the small group intervention ($F(1,56) = .53$, $p = .47$). The covariate analysis was significant ($F(1,56) = 44.49$, $p < .001$) indicating a significant difference between the pre-test group means.

Table 4-16
Analysis of Covariance for Main Effects of Treatment for SAI

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 7800.42 | 1 | 7800.42 | 44.49 | .00 |
| Trt | 92.61 | 1 | 92.61 | .53 | .47 |
| Error | 3818.48 | 56 | 175.33 | | |
| Corrected Total | 18031.19 | 58 | | | |

The treatment by gender interaction was examined for the SAI. A factorial ANCOVA was performed to test the following null hypothesis:

Ho6: There is no treatment by gender interaction for attitudes toward school.

The independent variable of gender did not significantly interact with treatment for the SAI ($F(1, 54) = .98$, $p = .33$), as shown in Table 4-17. Therefore, this null hypothesis was not rejected.

Table 4-17
Factorial Analysis of Covariance for Interaction of Gender and Attitude Toward School

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 7791.46 | 1 | 7791.46 | 45.21 | .00 |
| Sex*Trt | 168.73 | 1 | 168.73 | .98 | .33 |
| Error | 9306.16 | 54 | 172.34 | | |
| Corrected Total | 18031.19 | 58 | | | |

Another factorial ANCOVA was performed to test the following null hypothesis:

Ho7: There is no treatment by age-level interaction for attitudes toward school.

The independent variable of age-level did not significantly interact with the treatment for the SAI ($F(1,50) = .57$, $p = .64$). Therefore, the null hypothesis was not rejected (see Table 4-18).

Table 4-18
Factorial Analysis of Covariance for Interaction of Age-Level and Attitude Toward School

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 7320.86 | 1 | 7320.86 | 40.36 | .00 |
| Age*Trt | 312.56 | 3 | 104.19 | .57 | .64 |
| Error | 9069.64 | 50 | 181.39 | | |
| Corrected Total | 18031.19 | 58 | | | |

The treatment by level of time in ESOL/ESL program interaction was examined for the SAI by factorial ANCOVA to test the following null hypothesis:

Ho8: There is no treatment by level of time in ESOL/ESL program interaction for attitudes toward school.

The independent variable level of time in ESOL/ESL program did not significantly interact with treatment. Therefore, the null hypothesis was not rejected (see Table 4-19).

Table 4-19
Factorial Analysis of Covariance for Interaction of Level for Time in ESOL/ESL program and Attitude Toward School

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test | 6001.61 | 1 | 6001.61 | 32.94 | .00 |
| ESL*Trt | 63.76 | 2 | 31.88 | .18 | .84 |
| Error | 9473.38 | 52 | 182.18 | | |
| Corrected Total | 18031.19 | 58 | | | |

The data derived from the three subscales of the SAI also were examined in regard to attitudes toward school, gender, age-level, and level of time in an ESOL/ESL program. No statistically significant effects were found by the respective ANCOVA. The data analyses for main effects of treatment for the SAI subscales are presented in Table 4-20. Tables 4-21 through 4-23 present data analyses of interactions for gender, age and years in ESOL/ESL programs, and SAI subscales.

Table 4-20
Analysis of Covariance for Main Effects of Treatment for SAI Subscales – Happiness, Stress and Self-Control

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Happiness | 272.89 | 1 | 272.89 | 15.18 | .00 |
| Trt | 8.63 | 1 | 8.63 | .48 | .49 |
| Error | 1006.57 | 56 | 17.98 | | |
| Corrected Total | 2110.92 | 58 | | | |
| Pre-Test: Stress | 674.77 | 1 | 674.77 | 11.58 | .00 |
| Trt | 10.08 | 1 | 10.08 | .17 | .68 |
| Error | 3263.87 | 56 | 58.28 | | |
| Corrected Total | 3975.56 | 58 | | | |
| Pre-Test: Control | 881.12 | 1 | 881.12 | 20.09 | .00 |
| Trt | 16.23 | 1 | 16.23 | .37 | .55 |
| Error | 2456.43 | 56 | 43.87 | | |
| Corrected Total | 3395.19 | 58 | | | |

Table 4-21
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Attitudes Toward School – SAI Happiness Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Happiness | 1039.70 | 1 | 1039.70 | 57.20 | .00 |
| Sex*Trt | 18.93 | 1 | 18.93 | 1.04 | .31 |
| Error | 981.55 | 54 | 18.18 | | |
| Pre-Test: Happiness | 1054.36 | 1 | 1054.36 | 56.12 | .00 |
| Age*Trt | 58.75 | 3 | 19.58 | 1.04 | .38 |
| Error | 939.32 | 50 | 18.79 | | |
| Pre-Test: Happiness | 917.28 | 1 | 917.28 | 46.98 | .00 |
| ESL*Trt | 47.20 | 2 | 23.60 | 1.29 | .29 |
| Error | 954.42 | 52 | 18.35 | | |
| Corrected Total | 2110.91 | 58 | | | |

Table 4-22
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Attitudes Toward School – SAI Stress Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Stress | 603.93 | 1 | 603.93 | 10.22 | .00 |
| Sex*Trt | 68.19 | 1 | 68.19 | 1.15 | .29 |
| Error | 3191.79 | 54 | 59.11 | | |
| Pre-Test: Stress | 599.93 | 1 | 599.93 | 9.97 | .00 |
| Age*Trt | 174.44 | 3 | 58.15 | .97 | .42 |
| Error | 3007.88 | 50 | 60.16 | | |
| Pre-Test: Stress | 291.69 | 1 | 291.69 | 4.90 | .03 |
| ESL*Trt | 157.44 | 2 | 78.72 | 1.32 | .28 |
| Error | 3093.82 | 52 | 59.50 | | |
| Corrected Total | 3975.56 | 58 | | | |

Table 4-23
Factorial Analysis of Covariance for Interaction of Gender, Age-Level and Level of Time in ESOL/ESL Programs, and Attitudes Toward School – SAI Self-Control Subscale

| Source | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Pre-Test: Control | 953.85 | 1 | 953.85 | 22.11 | .00 |
| Sex*Trt | 6.99 | 1 | 6.99 | .00 | .97 |
| Error | 2330.01 | 54 | 43.15 | | |
| Pre-Test: Control | 798.88 | 1 | 798.88 | 18.32 | .00 |
| Age*Trt | 45.20 | 3 | 15.07 | .35 | .79 |
| Error | 2179.98 | 50 | 43.60 | | |
| Pre-Test: Control | 832.94 | 1 | 832.94 | 18.46 | .00 |
| ESL*Trt | 3.65 | 2 | 1.82 | .04 | .96 |
| Error | 2346.09 | 52 | 45.12 | | |
| Corrected Total | 3395.19 | 58 | | | |

Academic Success

Qualitative data analysis was applied to the students' replies to the structured-interview questionnaire that was given one week after the conclusion of the 6-week treatment period. The data from the surveys were separated into two categories for students in the control and experimental groups. The three questions asked were as follows: (1) Since the school year started, what or who has helped you with your school work the most? ; (2) Since the school year started, how happy are you at school? ; (3) Since the school year started, have you seen your grades and school success change?

Key-word-in-context (KWIC) (Ryan & Bernard, 2000) lists were created for both the control and experimental group interviewees in order to determine possible differences between the two groups' responses to the three questions. Overall, 18 of the 24 students responding to the questionnaire indicated improved grades and school success between the start of the school year and the interview. Four of the 12 children in the treatment group pointed to the assistance of their ESOL/ESL teachers as being very helpful to them. Five children in the experimental group indicated that they were

"very/really happy" at school. No children among the interviewed control group participants mentioned their ESOL/ESL teachers nor did any elaborate on the degree of change in positive feelings toward school.

"What/Who has helped the most". Ten children in the control group indicated that their teachers had helped them the most. However, two of the control group children indicated that a family member (i.e., mother and cousin) as being most helpful. Responses of children in the experimental group were evenly split among those about teachers (n = 4), parents (n = 4), and ESOL/ESL teachers (n = 4) who were assisting them with learning English.

"How happy are you at school". Students in the control group responded to this question in a variety of ways, with eleven children simply indicating they felt "happy," "excited," "fine," and/or "good" about school. One control-group student indicated feeling sad at school. In contrast, seven of the 12 students in the experimental group responded, for example "very/really happy," "happy since day one," "so happy about my good grades," to this question. They elaborated on their responses by stating that homework had become easier and their grades had improved since the beginning of school.

"How have you seen your school success/grades change". Each of the 12 students from the experimental group and the control, 24 in total, indicated that their grades had improved or that they had always received good grades in their schoolwork. Two of the students in the control group indicated having received better grades since the beginning of the school year, specifically in the areas of reading and mathematics; one student in the treatment group indicated improved grades in math, reading and science.

## Summary

A summary of the results arranged by dependent variable follows.

Self-Concept (Piers-Harris Children Self-Concept Scale)

1. There was no significant difference between treatment and control groups in regard to self-concept.
2. There was no significant interaction among gender, age-level and level of years in ESOL/ESL programs and self-concept.

School Attitude (School Attitude Inventory)

1. There was no significant difference between the treatment and control groups in regard to students' attitudes toward school.
2. There was no significant interaction among gender, age-level and level of years in ESOL/ESL programs and attitudes toward school.

Academic Success (Structured Interview)

1. Four children in the experimental group indicated their ESOL/ESL teacher assisted them with their schoolwork, as compared with no children in the control group indicating the assistance of their ESOL/ESL teacher.
2. Seven children in the experimental group provided detailed responses about their feelings, as compared to none in the control group.
3. All children ($n = 24$) provided similar responses about improved grades since the beginning of the term.

# CHAPTER 5
# DISCUSSION

The purpose of this study was to determine the effectiveness of a solution-focused, small group counseling intervention on the self-concept, attitude toward school and the perceived school success of limited-English proficient, Hispanic American/Latino children. Fifty-nine Hispanic American/Latino children in the third, fourth, and fifth grades participated in the study. Each was enrolled in an English-Speakers-of-Other-Languages/English-as-a-Second-Language (ESOL/ESL) program in four different public elementary schools in Indiana. The participants were randomly assigned to control and treatment groups. For the purposes of data analyses, the eight (4 control and 4 experimental) groups were consolidated into one control group ($n = 31$) and one treatment group ($n = 28$).

Two school counseling interns who were enrolled in a graduate-level school counseling program in a counselor education department administered the 6-week treatment. The main focus of the small group intervention was to assist the children to have better understanding of their self-concepts, to develop positive attitudes toward school, and establish strategies for attaining overall school success. Other activities and discussions during the small group experience were intended to teach the children effective ways of communicating their feelings about school, how their attitudes toward school impacted their academic success, what it meant to be limited-English proficient, and how they felt about being bilingual in a public school setting (see Appendix E).

Students participating in the treatment were compared with those in the control group on three dependent variables: (a) self concept, (b) school attitude, and (c) overall school success. The students' self-concepts and attitudes toward school were pre- and post-measured using the Piers-Harris Children Self-Concept Scale (PHCSCS) and the School Attitude Inventory (SAI), respectively.

Examination of the participants' self-perceived school success also was addressed through use of a three-item questionnaire administered to randomly selected participants from both the experimental and control group members. The interviews were conducted at the conclusion of the 6-week treatment period and occurred during the latter part of the fall semester. Of the 59 children who participated in the study, 24 (12 from the control group and 12 from the treatment group) were individually interviewed. Participants' responses to the three questions were transcribed and examined for common themes. A Key-Words-in-Context analysis (KWIC) (Ryan & Bernard, 2000) was used to determine if the treatment conditions affected treatment participants' overall perceived school success as compared to that of the control group participants. Gilgun, Daly and Handel (1992) indicated that KWIC analyses could be effectively used to determine if significant similarities and difference are present in qualitative results from an interview.

## Conclusions

The results of data analyses indicated that the small group treatment had no significant differential effect on the participants' self-concepts. The differences between the pre- and post PHCSCS scores, using ANCOVA, were not found to be statistically significant. In addition, no significant interactions for treatment by gender, age, or amount of time participants spent in ESOL/ESL programs were found when the treatment and control group participants' PHCSCS pre-post scores were compared. Therefore it is

concluded that study participants' gender, age and time in ESOL/ESL programs, whether members of the experimental or control groups, had no influence on their self-concepts.

Scores for the six subscales of the PHCSCS also were not significantly affected by treatment. Thus, the small group treatment did not significantly impact the experimental participants' happiness, intellectual status, anxiety, popularity, physical appearance, or behavior as compared to students in the control group.

The ANCOVA on student responses on the SAI indicated no statistically significant interactions between treatment and attitudes toward school. Therefore, the intervention had no significant effect on the experimental group participants' attitudes toward school as compared to their control group peers.

There also were no statistically significant interactions for treatment by gender, age, or amount of time spent in ESOL/ESL programs in regards to participants' attitudes toward school. Therefore, the participants' results were not influenced by gender, age, or how many years they had been enrolled in an ESOL/ESL program.

Pre- and post-measure data analyses concerning happiness, stress, and self-control subscales of the SAI did not significantly differ as a result of treatment. Children in the treatment group did not report feeling significantly differently than children in the control group in regards to their happiness, stress and self-control at school.

The KWIC analysis results from the 24 post-treatment interviews did yield several differences in the responses of the children in the control group versus those who had participated in the 6-week-long treatment.

## Discussion

The children in the treatment groups spent 6 weeks in the counseling groups and were provided with specific opportunities to assist them to learn and practice techniques

intended to improve their self-concept and attitudes toward school. Interestingly, other researchers (Arrendondo, 1996; McFadden, 1999) have alluded to the importance of age and time spent in ESOL/ESL classes as being related to having an impact on the participants' self-concepts and attitudes toward school. Thus, the lack of significant difference between the control group and the treatment group on these variables was an unexpected finding.

Because both the PHCSCS and SAI have separate subscales, a secondary purpose of this study was to determine if there were differences between the control and treatment group children's scores on the subscales. Again, the children in the treatment group did not significantly differ from children in the control group for any of these subscales.

As shown in Chapter 4, participants had an "above average" self-concept mean, both pre- and post-treatment, when compared to the PHCSCS normative data. According to Piers (1984), the average score for the PHCSCS rages between the 31$^{st}$ and 70$^{th}$ percentile. The mean pre- and post-test PHCSCS scores for the participants in this study were eight and nine points higher, respectively, than the mean score for the normative population. This finding places the participants, as a group, at approximately the 60$^{th}$ percentile pre and post treatment on the PHCSCS. The difference between the post-treatment mean PHCSCS score for the treatment and control group was small and not significant, which might be attributable to the fact that both groups' means were relatively high initially.

Unlike the PHCSCS, the SAI is not a norm-referenced test (Cuthbert, 1987) and normative data do not exist for it. For this sample, the mean score on the pre-measures of the SAI was 130.95 and the average post-measure score was 131.75. According to Cuthbert, these scores may be classified as "positive attitudes" toward school. Again,

there was no significant change in students' attitudes toward school following treatment possibly because the participants' attitudes were favorable initially.

In searching for explanations for the findings, several questions can be raised. For example, were the instruments and/or the intervention appropriate for LEP, Hispanic American/Latino children? Were the group facilitators, two Caucasian women who did not speak Spanish, appropriate for this study and were they culturally responsive? Did their ethnicity and inability to speak Spanish somehow hinder their ability to translate a particular concept or establish rapport with the children in the experimental group? Finally, was the intervention not lengthy or intensive enough to yield measurable differences between the treatment and control group? Further research is needed to provide answers to these and related questions.

The only evidence of treatment effect on the experimental group participants was found in the qualitative data gathered, which was administered by the researcher without prior knowledge of whether the respondents were in the control group or the treatment group. The KWIC analysis of the qualitative questionnaire points in regard to the prevalence of expressive and feeling-focused language in the responses treatment group children revealed some (subjective) effects. These children elaborated and verbalized their feelings more regarding their school success than did control group. In point of fact, none of the 12 children interviewed from the control group responded to the qualitative questions by expressing their feelings about school. A focused discussion of the children's feelings about school success was one of the major components of the small group treatment process. Thus, it was not surprising to find they expressed their feelings about school more readily.

Examples of how children in the treatment group responded to how happy they felt about school success included, "I am really happy because I'm getting better grades since (sic) last year," and "I'm very happy because I have a good teacher and good friends." Examples of responses from children in the control group include, "I feel fine," or "I feel good," and "I'm kind of happy." These findings coincide with those of Corey (2000) who suggested that the benefits derived from participating in a small group counseling experience include the enhanced ability to be expressive and to better communicate feelings.

The small group experience also appears to have contributed to the experimental children being able to express personal awareness of the teacher's role in their overall school success. Several treatment group children highlighted the positive influence that their ESOL/ESL teachers had on them since the beginning of the school year. For example, one of the boys in the treatment group responded to "who" or "what" has helped with schoolwork the most by saying, "Mrs. _____ has helped me learn English." Another boy answered, "Mrs. _____ knows Spanish and helps me with school work." Finally, a third grade girl said, "Mrs. _____, my special teacher, has helped me do better in reading and writing." Again, these are important findings in that positive feelings being expressed toward participants' ESOL/ESL teachers likely would translate to positive performance in the classroom. Researchers (Samway & McKeon, 1999) have shown that LEP students enrolled in schools where their ESOL/ESL teachers are perceived as positive role models is a factor that contributes positively to the overall success of those children. These same researchers concluded that when ESOL/ESL teachers are viewed by their students as being positive and as constant and fundamental

parts of their learning experiences, the children are much more likely to achieve academically.

These findings may be due, in part, to the fact that during the small group counseling process, considerable time was spent discussing the meaning of being bilingual and ethnically different. In addition, the group facilitators discussed what it meant to be enrolled in an ESOL/ESL program and what and how the situation affects feelings about school. It is clear that some children in the treatment group internalized certain lessons or topics from the small group intervention, leading them to provide more positive responses to the qualitative questionnaire than those offered by children in the control group.

Hispanic American/Latino children being able to express and verbalize their feelings regarding school is an immeasurable, positive ability and one that contributes to their overall school success. Thus, these findings add some credence to the value of using small group counseling as an intervention with ESOL/ESL-enrolled Hispanic American/Latino, elementary school aged children.

## Limitations

In considering the results of this study, several limitations should be taken into account. First, the length of the treatment may have been a limitation. Six approximately 40-minute sessions spread over 6 weeks is common in this type of research and has been considered an effective format for conducting a small group guidance interventions with children (Myrick, 1997; Wittmer, 2000). However, these Hispanic American/Latino, bilingual children may have benefited more from a lengthier intervention, especially as it relates to change in self-concept. Given the language limitation of many of the students participating in this study, having been provided more time to familiarize themselves

with more of the terminology and procedures used may have yielded more significant, positive effects on their self-concepts and attitudes toward school.

The location of the study may limit the generalization of these findings. Indiana's population is 3.5% Hispanic American/Latino, compared with 12.5% for the entire U.S. In addition, many states have a greater population of Hispanic American/Latino residents than does Indiana. For example, California has 32.4%, Florida 16.8%, Illinois 12.3%, New York 16.8%, and Texas 32.0% (U.S. Census, 2001). This situation may have an impact on how children in schools and/or communities with a small population of Hispanic American/Latinos feel about themselves and their school when compared to children in schools and/or communities with larger numbers of Hispanic American/Latino students.

Another limitation may have been the group facilitators' lack of work-related experiences. Both facilitators were school counseling graduate students in their final internship experience. Although both had previous experience in public schools (i.e., teaching, practicum, and temporary school counselor status), neither had been previously employed as a full-time school counselor. Also, the children may have been confused by the presence of the "outside-the-school" interns conducting their small groups. In addition, both of the school counseling interns who facilitated the small groups were female Caucasians and their ethnicity and gender may have been a limitation of the study.

None of the six small group counseling sessions were designed to focus specifically on particular subscales of either the PHCSCS or the SAI, which may have accounted for the lack of significant interactions or differences for these variables between treatment and control group members.

The particular public schools where the study was conducted also may have been a limitation. Public school settings are prone to various factors that affect children's self-concepts, attitudes toward school, and overall school success (Webb, 1999). In addition, it is not known what role the Hispanic American/Latino parents may have played in these findings.

A final limitation is the fact that the four school principals volunteered to have their schools participate in the study. Randomization of all possible schools and participants might have resulted in different results.

## Implications

There is a relative paucity of research about counseling Hispanic American/Latino children, whether in small groups or individually. Even narrower in scope is the research about counseling LEP students from native Spanish-speaking homes. This research study therefore has contributed to the professional research even though significant differences were not found between the control and treatment groups on quantitative measures.

The value of using small group counseling with young Hispanic American/Latino children remains potentially positive and could be used effectively to help these children to understand their roles as minorities in their school, practice study skills, and develop other skills (Myrick, 1997). As demonstrated in the responses to the questionnaire, Hispanic American/Latino students taking part in a small group counseling activity will at least benefit from increased self-expression and greater awareness of the educators who are instrumental to their attaining school success.

A small group guidance intervention specifically designed for LEP, Hispanic American/Latino students in ESOL/ESL programs also remains an appropriate forum to discuss issues and concerns specific to these children. Small group counseling

interventions are proven methods to enrich the academic and psychosocial environments of elementary school children of any race or ethnicity (Gopaul-McNicol & Thomas-Presswood, 1998; Myrick, 1997; Thompson & Rudolph, 2000). The qualitative findings also support the use of a solution-focused small group counseling approach as a method to assist these type of children to better understand the part their ESOL/ESL teachers play in them attaining academic success.

Finally, the group facilitators training workshop developed for use in this study (Appendix B) may be of benefit for practicing school counselors, teachers, school counseling students in training, counselor educators, and other educators. Mental health practitioners working with LEP Hispanic American/Latino students can apply the information in the workshop effectively to their specific work settings. With the size of the bilingual Hispanic American/Latino school population increasing, school counselors need to understand the intricacies of how LEP children learn as well as effective strategies for ensuring their positive psychosocial.

## Recommendations for Further Study

A similar study could be conducted with Hispanic American/Latino, LEP children to include an extended intervention time. An increase in the number of small group sessions, perhaps two to four additional sessions, might provide the time necessary to discuss the topics and themes more adequately and also allow more time for practice of the school success skills. Potentially, this would add to the efficacy of the intervention.

It is also recommended that this study be replicated using experienced, practicing school counselors (i.e., employed full-time in the particular elementary school where the LEP, Hispanic American/Latino children are enrolled). Having a familiar person as leader of the small group experience seemingly would be important to the children and

might yield quantitative results. It is also recommended that the study be replicated using a combination of Hispanic and Caucasian school counselors, perhaps comparing the effectiveness of each as well as comparing the effectiveness of male and female group facilitators.

A similar study should be conducted to compare the differences between conducting the small group counseling intervention in Spanish and English. Even though most LEP children in the U.S. receive some ESOL/ESL education, and are therefore familiar with the English language, it would be beneficial to measure their reaction to counseling interventions provided in their native language.

Another promising investigation would be to explore the differences in self-concept, attitudes toward school, and school success of Hispanic American/Latino, LEP children enrolled in private schools versus those attending public schools.

This study also should be replicated with Hispanic American/Latino middle school students. Older children would, most likely, have a better grasp of the English language and would thus have more experience and understanding of topics discussed during the small group meetings.

Researchers (Lee, 1995; Schmidt, 1999) report that changes in self-concept may take more time to manifest than six weeks. Hence, future researchers also should review the change in self-concept of participants at the conclusion of the treatment period, as well as at the end of the school year. It also would have been interesting to compare the year-end grades and standardized achievement scores of children in the treatment group with children in the control group.

Finally, it is recommended that the training workshop designed for this study be provided to other school counselors and counselor educators. The information presented

in the workshop has been thoroughly researched and provides a synopsis of literature on working with LEP, Hispanic American/Latino children in ESOL/ESL programs. The facilitators training workshop also highlights effective ways of assisting these LEP, special needs children that would be of benefit to practicing all practicing school counselors.

## Summary

The goals for conducting this research study were to assist the social, emotional and academic development of LEP Hispanic American/Latino children in elementary school via a small group counseling intervention. And, related literature clearly indicated that such treatment would be beneficial for these children. For this reason, a specially designed small group counseling treatment was developed and administered. Unfortunately, the quantitative results were insignificant.

Although the summative quantitative analysis yielded no significant differences between those children who received the treatment versus those who did not, several differences between groups were witnessed in how children viewed their academic success. Regardless of quantitative findings, however, the fact remains that more, newer research is needed in the area of counseling Hispanic American/Latino children and adolescents. This study provides a beginning to such research and enriches the current counseling literature. Hopefully this study will also provide the impetus to future researchers to work to discover new and innovative methods to assist Hispanic American/Latino children to better succeed in their school environment.

APPENDIX A
CONSENT LETTERS, ASSENT SCRIPTS, LETTERS TO PRINCIPALS

Department of Counselor Education
PO Box 117046 University of Florida
Gainesville, FL 36211

Dear Parent/Guardian,

My name is Jose Villalba and I am a doctoral student at the University of Florida, conducting research on school counseling with Hispanic American/Latino, limited-English (LEP) proficient students under the supervision of Dr. Joe Wittmer. The purpose of this study is to compare the perceptions of Hispanic American/Latino LEP students enrolled in English as Second Languages (ESL) program in 3rd, 4th and 5th grades who take part in a small-group counseling intervention, with LEP students in ESL programs who do not participate in the intervention. The results of the study may better help school counselors understand the types of interventions that can help Hispanic American/Latino LEP students become better adjusted to the school environment and ESL program. Each group will be lead by a group facilitator.

If you should decide to allow your child to participate in this study, please be advised of the following:

- Half of the students who participate will be randomly selected to take part in the small group counseling intervention. This will take six weeks, and the group will meet once a week for a 30-40 minute session. The group facilitator and your son/daughter's principal will determine the group meeting-time and how to make up missed class work and assignments. The sessions will feature activities and discussions that focus on helping students learn more about their feelings, self-concept, attitude towards school and academic success.
- The other half of the students not receiving the intervention will maintain their regular school routine, helping to determine the effectiveness of the small-group counseling intervention.
- All participating students, even those not selected to take part in the counseling intervention, will be asked to complete two instruments about their attitude towards school and their self-concept if they agree. This will require about 30 minutes of their time prior to the beginning of the intervention and again at the conclusion of the intervention, about 8 weeks later.
- The group facilitator will read the instruments to students at a time she/he has arranged with the teacher. The students will not have to mark or answer any items they do not want to.
- In addition, the principal researcher for this study will randomly select a few students from each school (40% students from each school) and ask them three open-ended questions as part of an interview to see how they perceive their academic success.
- Although the children will be asked to write their names on a checklist for matching purposes, their identity will be kept confidential to the extent provided by law. We will replace their names with code numbers. Results will only be reported in the form of group data and will be available upon request after January 2002.
- Participation or non-participation in this study will not affect the children's grades or placement in any programs.
- You and your child have the right to withdraw consent at any time without consequence.

Please contact your child's school principal, _____, if you have any questions. I am also available to answer any questions you may have regarding the research study. My telephone number and that of my supervisor are provided below. Concerns or questions about the research participants rights can be directed to the University of Florida-Instructional Review Board (UFIRB) Office, PO Box 112250, University of Florida, Gainesville, FL 32611-2250; phone (352) 392-0433.

If you are satisfied with the information provided and are willing to have your child participate in this research study, please sign the Parent/Guardian Consent below and return it to your child's school counselor.

Sincerely,

Jose' Villalba, Ed. S.
Researcher, (812) 237-8440

Joe Wittmer, Ph.D.
Professor, University of Florida, (352) 392-0731

Department of Counselor Education
PO Box 117046 University of Florida
Gainesville, FL 32611

Estimado Padre/Guardian,

Mi nombre es Jose Villalba y soy un estudiante para doctorado en la Universidad de la Florida, dirijiendo un estudio sobre la consejeria escolar con estudiantes Hispano Americanos/Latinos, con proficiencia limitada con el Ingles, bajo la supervision de el Dr. Joe Wittmer. El proposito de este estudio es comparar las percepciones de ninos Hispano Americanos/Latinos matriculados en programas para el aprendisaje de Ingles (llamado ESL en el colegio de su hijo/hija) en el tercero, cuarto o quinto grado que participaran en un grupo pequeno de consejeria, con otros ninos en clases ESL/ESOL que no participaran en el grupo. Los resultados de este estudio seran usados para ayudar a que los consejeros escolares entiendan que tipo de asistencia necesitan estudiantes Hispano Americanos/Latinos, para que estos ninos puedan acostumbrarse mejor a el medioambiente escolar y los programas de ESL. Tomen en cuenta que un adulto entrenado en consegeria sera la perosona administrando el estudio en su colegio.

Si usted decide permitir la participacion de su hijo/hija en este estudio, por favor tomen en cuenta los detalles que siguen:

- De los ninos que participaran en el estudio, la mitad seran escojido para tomar parte en el grupo de consejeria. La experiencia en el grupo tomara sies semanas, y el grupo se va a reunir una vez a la semana por 30-40 minutos. El lider de el grupo y el administrador (pricipal) de su hijo/hija determinaran el horario y dia semanal, mas otros detalles. Los topicos de discucion seran el auto-estima personal, expresion de sentimientos, actitude escolar y logros academicos, y seran discutidos en forma de actividad y discuciones entre el grupo.
- La otra mitad de el grupo de estudiantes no sera parte de el grupo inicialmente. Ellos mantendran su rutina escolar normal, y ayudano a determinar la efectividad de el grupo.
- A todos los ninos, hasta los que no seran parte de el grupo de consejeria, se les pedira que tomen dos cuestionarios sobre sus actitudes con respecto al colegio y su auto-estima, solamente si ellos quieren responder. Los questionarios tomaran 30 minutos de su tiempo, y seran administrados una semana antes de empesar en grupo, y 8 semanas despues.
- El lider de el grupo leera los cuestionarios a los estudiantes durante un tiempo determindo por el y la maestra de su hijo/hija. Los ninos no tienen que responder las preguantas que no quieran.
- En adicion, yo como investigador principal voy a escoger a unos estudiantes de cada escuela (40% de estudiantes por escuela) y les voy a hacer tres preguntas de discucion como parte de una entrevista para determinar opiniones sobre logros academicos.
- Aunque a los ninos se les pedira que escriban sus nombres en una lista con el proposito de determinar quien respondio a cual cuestionario y en que colegio esta, sus identidades seran mantenidas legalmente confidenciales. Resultados de este proyecto seran reportado solamente en forma de el grupo completo y estaran listas despues de Enero 2002.
- Sus decision de dejar o no dejar que su hijo/hija participe en este estudio no afectara sus calificaciones o participacion en programas.
- Usted y su hijo/hija tiene el derecho de terminar el proyecto cuando quiera sin consecuencia.

Por favor comuniquese con el administrador (principal) de su hijo/hija, _____, si tiene cualquier pregunta. Yo tambien estoy disponible a responder cualquier pregunta que usted tenga con respecto a mi estudio. Mi numero de telefono y el de mi supervisor estan escrito abajo. Preguntas sobre los derechos de los participantes pueden ser dirigidas a The University of Florida-Instructional Review Board (UFIRB) Office, PO Box 112250, University of Florida, Gainesville, FL 32611, telefono (352) 392-0433.

Si ustedes estan satisfechos con esta informacion, y desean permitir que su hijo/hija participe en este estudio, por favor firme la forma de permiso en la proxima pagina y devuelvala a el consejor escolar. Muchas Gracias,

Jose' Villalba, Ed. S.
Investigador principal, (812) 237-8440

Joe Wittmer, Ph. D.
Professor, University of Florida, (352) 392-0731

**Please return this form to the school counselor/ Por favor de vuelva esta forma a el consejero escolar**

I have read the procedure described in the previous page. I voluntarily give consent for my child, _____, to participate in Jose Villalba's (Ed.S.) study, and I have received a copy of this description.

Yo he leido el proceso descrito en la pagina anterior detalladamente. Yo voluntariamente doy permiso para que mi hijo/hija, _____, participe en el estudio de Jose Villalba (Ed.S.), y yo he recibido un copia de la descripcion de el proyecto.

_____ _____

Parent-Guardian/Padre-Guardian Date

_____ _____

2nd Parent-Guardian/2nd Padre-Guardian Date

Assent Script for All Hispanic American/Latino LEP, ESL Students
(Third, Fourth and Fifth Grades)

The following statement is to be read aloud to all students prior to administering the pre- and post-test instruments. The name of each group facilitator will go in the blank space.

**"Hello,**

**My name is _____. I am helping a University of Florida student, Jose Villalba, who is also teacher at Indiana State University, gather information about the way Hispanic American/Latino students your age feel about themselves and school. I would like to ask you to complete two checklist forms with me today, and two again at a later time. I will read them to you. Only myself and Mr. Villalba will see your individual answers.**

**I already received permission from your parents to see you today. If you do choose to take part in the test but feel like you don't want to answer a certain questions, you may stop at any time.**

**Would you like to do this?**

Assent Script for Hispanic American/Latino LEP, ESL Students
Randomly Selected for Small Group Counseling
(Third, Fourth and Fifth Grades)

The following statement is to be read aloud to all students selected to participate in the small group counseling intervention. The name of each group facilitator will go in the blank space.

**"Hello,**

**My name is _____. I am helping a University of Florida student, Jose Villalba, who is also teacher at Indiana State University, try out some ways school counselors can help Hispanic American/Latino students become more comfortable with school. Once each week for the next six weeks, I will be meeting with a group of students for discussions and activities that have to do with being happy and successful at school. You will have the opportunity to take part in these groups if you would like to.**

**I already received permission from your parents to see you today. If you do choose to take part, you may stop at any time.**

**Would you like to be part of the group?**

Assent Script for Hispanic American/Latino LEP, ESL Students
Randomly Selected for the Three-Question, Structured Interview
(Third, Fourth and Fifth Grades)

The following statement is to be read aloud to students selected to participate in the structured interview with the researcher.

**"Hello,**

**My name is Jose Villalba. I am a University of Florida student, as well as a teacher at Indiana State University. First of all, let me thank you for meeting with me today and helping me by answering the checklist forms with your school counselor. As you already know by now, I am trying to find some ways school counselors can better help Hispanic American/Latino students become more comfortable with school. This last part of my study requires me to ask you three questions about school.**

**I already received permission from your parents to see you today. If you do choose to take part, you may stop at any time.**

**Would you like to answer my three questions?**

Dear Elementary School Principal:

My name is Jose Villalba. I am an Assistant Professor at Indiana State University. I am currently working on my dissertation at the University of Florida as part of the requirements for a Ph. D. in Counselor Education.

My dissertation topic is on Hispanic American/Latino children in English as a Second Language programs and who are in 3rd, 4th, and, 5th grades. Specifically, I am trying to determine if a small group counseling intervention focused on the needs and concerns of these children will improve their school success, attitude towards school and self-concept.

Attached, you will find a request for your school's voluntary participation in this study that would allow me to share information and intervention strategies with your school counselor, and at the same time meet the requirements for the completion of my degree.

The counselor in your school knows this request is coming. He or she is also aware of a two-hour workshop that would provide current information about working with ESL students, as well as instructions on how to deliver the small group counseling intervention and prevalent research procedures.

I will be available to you, your school's counselor and parents throughout the study. I thank you in advance for taking the time to consider this request. I also look forward to working with you and your school. Please call me at (812) 237-8440 if you have any questions.

Sincerely,

Jose Villalba
Assistant Professor
Indiana State University

APPENDIX B
RESEARCH PROCEDURES ANDGROUP FACILITATOR WORKSHOP

**Checklist of Procedures for**
**ESL Group Counseling Study**

Principal Investigator: Jose' Villalba (812-237-8440)

The purpose of this research study is to determine the effectiveness of a small group, solution-focused counseling intervention with Hispanic American/Latino children in ESL programs. The study will involve the following:

| | Date completed |
|---|---|
| 1. Workshop participation: | _____ |
| 2. Random selection of students for participation in the study: | _____ |
| 3. Parent permission letters sent home: | _____ |
| 4. Random assignment to treatment and control groups: | _____ |
| 5. Pre-test is administered to both groups: | _____ |
| 6. Group counseling intervention delivered to treatment groups (start date/finish date): | _____/_____ |
| 7. Post-test is administered to both groups: | _____ |
| 8. Materials returned: | _____ |

In addition, make sure to return the weekly fidelity checklists

Facilitator Fidelity Checklist

A weekly checklist will need to be filled out and returned to the researcher weekly in order to attain a level of fidelity between both group facilitators. Please fill out the following checklist and return to researcher in the provided self-addressed stamped envelope, no later than three days after the conclusion of a particular session.

Please make 6 copies of the following checklist before entering data for Session One.

Objectives met:
1)_____
2)_____
3)_____

Materials used:
1)_____
2)_____
3)_____

Activities conducted (please include additional information if different from provided instructions in Group Facilitator Manual):
1)_____
_____
2)_____
_____
3)_____
_____
4)_____
_____

Conclusion/Assigned Homework:
Conclusion:_____
_____
Homework:_____
_____
_____

Additional Comments:
_____
_____
_____
_____

## Instructions for Randomization

**Sample Selection**

1. On the following pages you will find a list of ESL students. Please add the names, grade, and gender of the other students you have identified as ESL in grades 3, 4, and 5, that do not appear on this list.
2. Number the students on the list. The numbering has been started and you should continue by assigning the next number to the next student on the list.
3. Now locate at the Table of Random Numbers page.
4. Without looking at the Table, drop your pencil onto the page. This will be the number of the first student selected for the study.
    a. If you drop your pencil on 78, for example, you would continue to move down the list until you come across a number between 00 and 24 and select that student.
5. Once your first student is selected, continue down the list of random numbers until the desired number of students has been selected.
6. Record these names on the Student Information Sheet.
7. Send parent permission letters home with the first 20 students. If you have parents who do not want their child to participate or you cannot get the form returned, go with the first alternate on the list as soon as possible and continue until you have up to 21 students (11 for the control group and 10 for the treatment groups). Also, if you feel a parent is confused about the project, encourage the parent to call the researcher or ask if the researcher can contact him of her.
8. Write the names of the students who have parent consent in the middle of the Student Information Sheet for random assignment to treatment or control groups.

**Instructions for Random Assignment to Control and Treatment Groups**

1. Look at your numbered list of names in the middle of the Student Information Sheet.
2. Refer again to your Table of Random Numbers.
3. Drop your pencil on the list. (If your pencil lands on a number like 38 or 52, you will use the last digit, 8 and 2 respectively, and the child numbered 8 or 2 will be the first to be assigned.)
4. The first student selected will be placed in the treatment group. Write their name on the bottom of the Student Information Sheet.
5. Continue down the Table of Random Numbers list; the next student selected will be place in the control group. Record their name and continue this process until all students have been place in either the treatment or control group.
6. Now you are ready to begin the intervention. Place the first half of the treatment children in one counseling group and the other half in a second group. Remember: **All students in treatment and control groups are given the pre- and post-measures.**

## Student Information Sheet

**Students randomly selected from the school population:** Send an informed notice and consent form home with each student on the list on the left. If necessary, go to the alternated, beginning with number one.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Alternates:

1. _____
2. _____
3. _____
4. _____

**Participating students with parent permission:** Write the names of these students in the blanks below and then assign them to treatment or control groups using as indicated.

00. _____
01. _____
02. _____
03. _____
04. _____
05. _____
06. _____
07. _____
08. _____
09. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Treatment and Control Group Assignment Continued on Next Page…

Assigned numbers for Control Group

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Assigned numbers for Treatment Groups

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The numbers assigned to each student should appear on **all pre- and post-test instruments**. This will permit the researcher to match the pre-test results with the post-test results. Student names can be put on the instruments, along with the number above, for your convenience in identifying students. However, the number **must be present**. The names will be blocked out with ink to ensure confidentiality.

**Instructions for Pre- and Post-Test Data Collection**

Data will be collected from all students for the pre-test and post-test. The Pier-Harris Children Self-Concept Scale and School Attitude Inventory will be administered to all students prior to beginning the small group intervention with the treatment groups. Both pre-tests may be administered at the same time. However, please administer the pre-tests to the control group separate from the treatment group. Administer the post-test to both groups in the same fashion as the pre-test upon completion of the small group counseling treatment.

Piers-Harris Children's Self-Concept Scale forms – (Read the assent script to all students before administering the pres-test instruments to affirm their voluntary participation.)

Now say, **"We are going to do two worksheets today. We are going to do them as a group. There are no right or correct answers for the worksheets that we are going to do. These worksheets are simply about you, how you feel, and what think about school. Also, I want you to take your time in answering the questions. Since there is no time limit, and there are not right or wrong answers, I want these worksheets to be as fun as possible. If you have any questions, please raise your hands and I will answer them.**

Then say, **"The first worksheet we will do today has a bunch of "yes" and "no" sentences. I am going to read the sentences aloud. For each sentence, think if what I just read is true for you or false for you. If what the sentence is true for you, then circle the word "yes." If what I read is false for you, then circle the word "no." We are going to do these together. If you have any questions or do not understand a word or sentence, please raise your hand and I will help you. Are there any questions? Ok then, let's start with the first sentence."**

(Please give the children a few minutes to rest after they have completed the items on the Pier-Harris then administer the School Attitude Inventory.)

School Attitude Inventory

Say, "This next worksheet will be used to find out how you boys and girls feel about school. Just like with the last worksheet, we will do this one together and there are no right or wrong answers. I am going to give you a worksheet with a lot of pictures. The pictures are arranged in three rows and each row has five pictures with something in common. I will read aloud the question at the top of the pictures. After I do that, I want you to mark one of the five pictures with an "X", to show me how you feel in that about that question. The first row has pictures of a cartoon that is really happy or really sad. Think about the question I just asked and how really happy or really sad you would be and put an "X" on the one picture that best shows how happy or sad you would be. Thinking about the same question, go to the next row where there are five pictures of a cartoon that is really calm and really anxious or stressed. Again, put an "X" on the picture that best describes how you feel when you think about the question I just asked you. Finally, look at the last row with five pictures of how in control or out of control you feel when you think about the question that was asked. Put an "X" on the one picture that shows your level of control. We will do this for all ten questions in this worksheet. Are there any questions?" Since this instrument can be confusing, encourage a question or two. You may also want to demonstrate how you would answer the first question if it were asked of you. Finally say, "Ok, let's begin with the first question."

Two-Hour Group Facilitator Training Workshop

I) Explain Purpose of the Study
- The purpose of this study is to identify and assist elementary school-aged Hispanic American/Latino, limited-English proficient public school students.
- A small-group counseling intervention based on Solution-focused therapy. The dependent variables are the children's self-concept, academic success and attitude towards school.

II) Explain and Discuss the Experiences of Hispanic American/Latino, Limited-English Proficient Children

A. Needs of Hispanic American/Latino children and counseling issues
- Hispanic American/Latinos perceptions, culture and language influence how they use, navigate and interpret the U.S. educational system.
- Their needs can be quite different when compared to children and families in the White majority and other minorities.
- School counselors can serve these children by using their counseling skills in facilitating these children's issues and concerns within the ESOL setting and throughout the school environment

B. Educational experiences of Spanish-speaking, LEP children
- Both children and parents experience difficulty with the dominance of the new language when it comes to making friends, performing up to their intellectual ability and establishing a strong level of academic/socio-economic comfort in the U.S.
- These problems often manifest themselves as poor self-concept, academic performance and attitude towards school.

C. English-as-a-Second-Language instruction and language acquisition
- Language acquisition of a second language is easier for those children who are first provided with an opportunity to flourish and succeed with their native language.
- Researchers advocate for the opportunity to allow LEP children to grasp a conceptual and analytical level of their first language before subjecting them to exclusive and extensive teaching of the second language, which in this case is English.

D. Assisting Hispanic American/Latino, LEP students in ESOL programs
- Elementary school guidance counselors have the capacity, the ability and the responsibility to assist these children.

III) Discuss Research Procedures and School Counselor's Role

A. Overview of research design
- This research study is an experimental design.
- The experimental group will be receiving the small group, counseling intervention while the control group will not receive the treatment.
- Both groups of children will be administered the pre- and post-measurement instruments for self-concept and attitude towards school.

- Independent variables to be taken into account include gender, grade level, years enrolled in an ESOL program and treatment.
    a. Small-Group Counseling and Solution-Focused Counseling:
    - Small-group counseling has been chosen as a delivery model for this intervention because it permits school counselors to simultaneously facilitate several children with similar concerns and needs.
    - Solution-focused counseling is a concrete, direct, and outcome-based counseling method that has been shown to be effective with children and adolescents.

B. Randomization of student participants
- Random assignment of students in the control group and the experimental group is necessary to ensure that both groups are equivalent at the start of the intervention.
- A detailed set of instructions as to how to randomly assign participating children to the control group and the experimental group is provided in a separate handout.

C. Informed notice and consent
- School counselors will provide a consent form to parents and get it signed before a child can participate in the study.
- Each parent is also to receive an informed notice of the research study developed by the researcher, provided in both Spanish and English.

D. Collecting pre- and post-data
- Follow the provided script for administering the Piers-Harris Self-Concept Scale for Children and the School Attitude Inventory.
- Only collect data from children who have parental permission.

IV) Delivery of Counseling Interventions

A. Organization of the small-group activity
- There are six 40-minute, weekly sessions in the Treasure Hunt Club counseling intervention.
- The first session includes an introduction to the six-week experience, as well as, small-group guidelines.
- The final session includes an overall summary of the counseling intervention.

B. Materials used in small-group activities

Every child will have a folder with her or his treasure map activity.

C. Facilitative responses for school counselors
- Focusing on feelings
- Clarifying, summarizing and paraphrasing
- Questioning

V) Return of Research Materials
- A checklist of procedures for the Treasure Hunt Club will be provided to each counselor.
- The checklist provides the order in which the research study is to be administered.

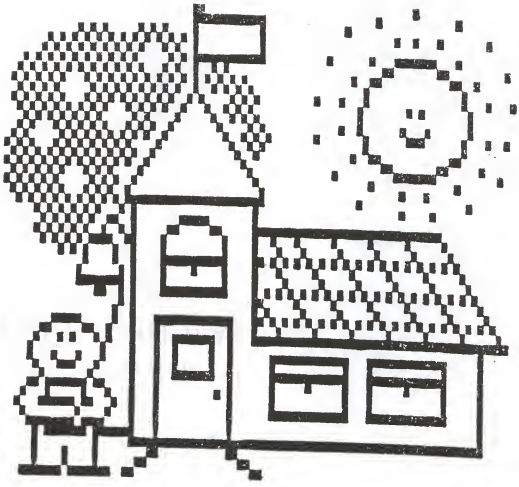
VI) Questions and Comments

- Questions and comments with school counselor participants will be addressed via e-mail and personal phone calls.

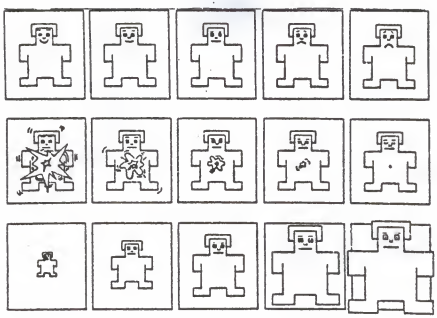
VII) A Review of the Six Sessions

1) "The Treasure Hunt Club: Going on a Treasure Hunt."
   - To allow students to express their feelings about being limited-English proficient and discuss their experiences at school.
   - To discuss with students reason for being selected to become part of the treatment and describe the small-group counseling intervention.
2) "Packing our bags for the Treasure Hunt."
   - To assist children in their expression of feelings in a more effective manner and increase familiarization with a variety of different feelings
   - To define and explain the word "solution" and emphasize the importance of developing and implementing self- developed solutions.
3) "Getting ourselves ready for the Treasure Hunt Trip."
   - To increase children's awareness of their self-concept.
   - To explore what kinds of experiences can weaken one's self-concept and find solutions that strengthen/solidify one's self-concept.
4) "Getting to know Treasure Island: Feeling comfortable on the Island."
   - Becoming familiar and comfortable with the school environment.
   - Gaining a better understanding of the ESOL classroom setting.
5) "Treasure Island is a great place to be!"
   - To discuss the group's attitude towards school and learning.
   - Develop solutions for improving negative attitudes towards school.
6) "The Treasure of Happiness: School success on Treasure Island."
   - Determine student's obstacles and perceptions of academic success.
   - Discuss solutions for improving and maintaining academic success.

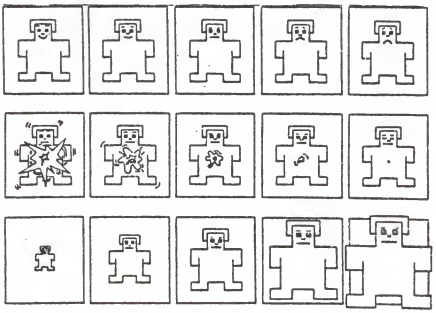
# APPENDIX C
# INSTRUMENTS



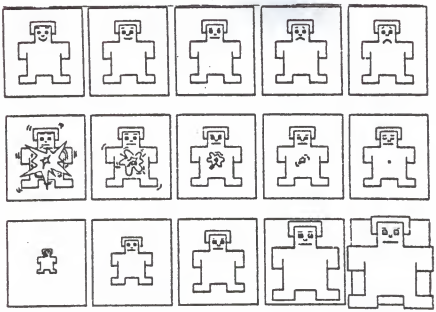
1. How I feel when the teacher calls on me.



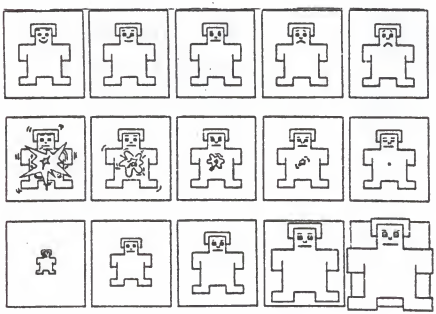
2. How I feel about my schoolwork.



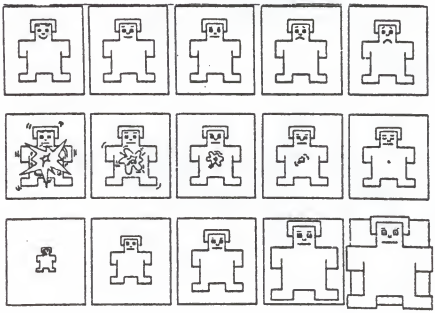
3. How I feel about asking questions in class.



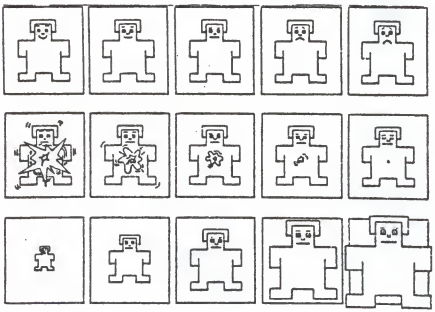
4. How I feel about organizing all the work I have to do.



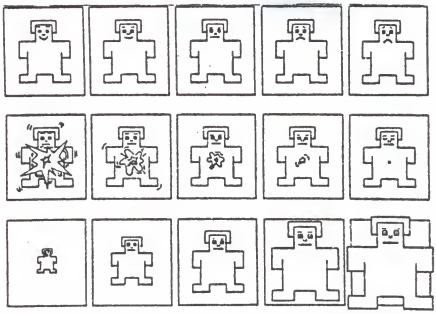
5. How I feel about talking in front of the class.



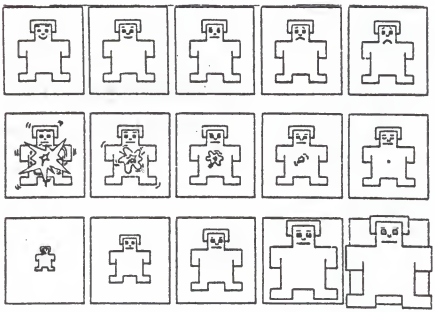
6. How I feel when my classmates give suggestions to me.



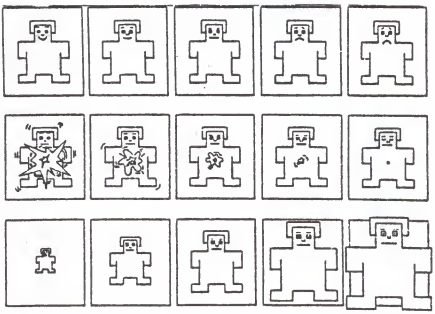
7. How I feel about sticking up for myself.



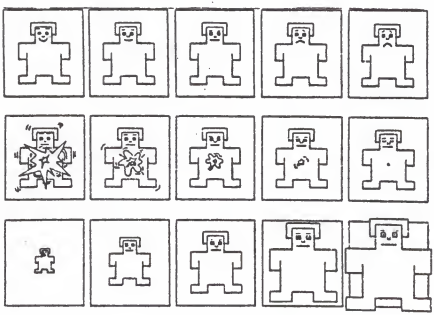
8. How I feel about telling my ideas in class discussions.



9. How I feel when teacher corrects me.



10. How I feel about <u>myself</u> at school.



Three-Item Structured Interview

1) Since the school year started, what or who has helped you with your schoolwork the most?

2) Since the school year started, how happy are you at school?

3) Since the school year started, how have you seen your grades and school success change?

APPENDIX D
GROUP FACILITATOR MANUAL

SESSION ONE: Going on a Treasure Hunt

Objectives:

To allow students to express their feelings about being LEP

To provide students with an opportunity to discuss their experiences in the ESOL/ESL setting and teacher

To discuss reason for being invited to participate in the small group counseling intervention, as well as organizational structure of the group.

Materials:

Dry-erase board (including markers), chalk board (including chalk), or chart paper (including markers).

Treasure hunt checklist and map (included in packet)

Opening Statement:

Say, "**Hello boys and girls. Welcome to the Treasure Hunt Club! We will meet as a group one day a week for the next six weeks. The reason you have been selected is because each of you knows something about being in an ESOL/ESL program, and because you and your parents know how to speak Spanish.**

Activities:

Students are to sit in a circle where they can easily view the chalk/dry erase board. They should sit in chairs so as to facilitate structure in the group. This "go around" activity will include the following questions.

Say, "**First of all, before we can start talking about the Treasure Hunt Club, lets get to know a little bit about the members in the group. We are now going to take turns saying our names, our teacher's name, and share with the group something we like to do for fun. Let's start with you** (acknowledge the child to your right) **and go all the way around until everyone has had a chance to share.**

Now, the counselor will lead a short discussion on what it means to be in an ESOL/ESL program and how the children feel about not being proficient in English.

Say, **"Thank you to everyone for sharing. Now let's talk a little bit about the ESOL/ESL setting and teacher. Each of you has a very special thing in common and that is that you are all in a class where most of the kids speak a different language, while at the same time learning English. Or, some of you may have a visit from a special teacher during the week. Another thing that all of you in the Treasure Hunt Club have in common is that the special language you all speak is Spanish. Let us now go ahead and share what it's like to be in a classroom where everyone is learning to speak English, or what it's like to get those special visits from teachers who help you learn English.** (Allow time for each participant to give a response.)

Now say, **"Everyone's response was very helpful in giving me an idea of what your classroom is like. Now I'd like to give you some information you may not know about the ESOL/ESL setting and teacher all over the United States. ESOL/ESL setting and teachers are here to help you learn English. The letters in ESOL/ESL mean "English for speakers of other languages, and English as a second language." If you look on this board, you will see that every letter in the word "ESOL/ESL" is really the first letter in these four words** (the counselor points to the letters that correspond with the words as she/he writes them). **Now, the first language you learn to speak, in your case it is Spanish, is known as a native language. Many native languages are spoken in ESOL/ESL classes and by teachers throughout the country, but Spanish is the most common one. The native language for most people born in the United States is English. But this is not always the case. Some children, even though they are born here, start speaking in the native language of their parents. It can be Spanish, or Chinese, or Japanese, or other languages. People who speak other native languages may also have a different culture. A culture is when a group of people may wear different clothes, eat different foods, speak a different language, listen to different music, celebrate different holidays, and do other things. Since we know that Spanish is a different language than English, can any of you think of what things in the Spanish culture are different from the culture of people who speak English in the United States?** (Permit children to answer question. If needed, probe them on how the foods they eat, music they listen, and their parents' customs may be different from what they witness at school.)

Say, **"Now that we have talked about some of the differences in cultures, let's share what are some of your favorite things about your language and culture?** (At this time the counselor should begin writing these items on the board under the heading "Things I like about my Culture and Language.")
Next say, **"As wonderful and special as it may be to able to speak Spanish, there are some children and adults who have a hard time learning how to speak English and also getting used to the culture practiced by people who speak English in the United States. Some girls and boys who are in ESOL/ESL settings and have ESOL/ESL teachers that I read about have a hard time at school. These boys and girls say that hearing and speaking different languages at home and at school can be confusing. Some of them get sad, or mad, or hurt, or angry, or upset because of all the differences. Let's think about it for a moment. What kind of feelings do you feel because the language you speak is different than most of the boys and girls and teachers at this school. You know, those people who are not in your ESOL/ESL setting or with your ESOL/ESL teacher?** (Allow time for all children to share and, under the title "Feelings" written on the board, list the different feelings encountered in the school setting, without acknowledging who said what.)

After children have shared negative experiences and the counselor has summarized and clarified their responses say, **"Thank you for sharing some of**

**those 'nice' and 'not-so-nice' feelings. How do these things that happen in the ESOL/ESL settings and with the ESOL/ESL teacher, at school and at home make you feel about yourself?"** (Allow children to share feelings of self-concept and self-esteem. Be sure to summarize with feelings when appropriate. There is no need to write these things on the board.)

Next say, **"The last thing I want to ask you is, after talking about some of these feelings about the ESOL/ESL setting, ESOL/ESL teachers and the whole school, how do you feel about coming to school and doing your class work and homework?** (Just as before, there is no need to write these things on the board.)

Treasure Checklist and Map Activity:

Give each student a folder containing a treasure checklist and map. Do not let them open the folder yet.

Say, **"So now that we have talked about the ESOL/ESL setting and teachers, native languages, speaking Spanish, our homes, and cultures, you may be asking yourself, "Why is this group called the Treasure Hunt Club?" I will tell you. Remember how I told you that I had read about some boys and girls in ESOL/ESL settings who felt sad and upset at school. Well, I want to make sure that the ESOL/ESL settings and the whole school is as happy for you as possible. If some of the things we have already talked about are making school a sad place, I want to help you. So, in order for me to make sure that you are feeling good about yourself and school, I wanted to start this group to see how to help all of you feel better about school and yourselves. The reason I am calling this the Treasure Hunt Club is because I think happiness is a treasure, probably the best treasure of all. So you see, the treasure we are looking for is not really money or candy or toys, it's really being happy about who we are and the school we are in. What do you think about that?** (Provide a little bit of time for a response of two.)

Now, have them open the folder and say, **"Go ahead and open your folders. Inside one pocket you will see the Treasure Map of an island where the treasure is buried. In the other pocket you will find a Treasure Hunt Checklist. We will spend the next few meetings checking off the things on our Treasure Hunt Checklist. Once we have finished checking off everything, then we will try to find the treasure using our Treasure Map during the last few meetings. We will start checking things off the Treasure Hunt Checklist at our next meeting. Does anyone have a question, then, on the Treasure Hunt Club?** (After the children have been given a chance to ask questions, conclude the session with the following summary.)

Summary/Closing Statement and Home Activity:

First Say, **"There are many great things about being able to speak Spanish while learning English. Being in an ESOL/ESL setting and with an ESOL/ESL teacher is a good way to learn English. But, sometimes, it is hard to learn outside the ESOL/ESL setting because the class work is harder, or because the teacher is speaking and writing in English too fast, or because you might feel different from most of the kids outside of the ESOL/ESL settings. Maybe even you feel bad because the language and culture in your house is very different from what happens in school. There is nothing wrong with feeling sad or lonely or upset because of these things. But we can feel better; we can find a treasure of happiness. I hope that, during the next 5 meetings, we will all be able to feel better about who we are and about our school. Next time, we will talk about doing fun exercises in order to help us feel better about ourselves.**

Finally say, **"Before I let you go back to class, I would like to say one last thing. Since we are going to be talking about a Treasure Hunt for the next five weeks, I would like if you could find something in your house about your culture that you think is a treasure. Get some help by talking to you parents or guardians about something they have from the country they were born in, something that makes them feel good about themselves. Then, share what that is with the group next time. You don't have to bring the item or thing with you. You can write or color something about it, if you like, to help you remember what it is or what it is called. That way, we can all share what our treasures at home are all about. See you next time. Bye.**

SESSION TWO: Packing Our Bags for the Treasure Hunt

Objectives:

To assist children with the expression of their feelings more effectively and familiarize them with a variety of different feelings.
To define the word "solution" and emphasize the importance of developing and implementing self-developed solutions.

Materials:

Blank sheets of plain, non-ruled paper
Markers, or crayons, or colored pencils
Treasure hunt checklist and map
"Happy-face" and "unhappy-face" cutouts

Opening Statement:

Say, **"Welcome back to the Treasure Hunt Club. I hope you are all having a good day today. Remember how we talked about the ESOL/ESL settings and teachers last time, and how we also talked about feelings about school and ourselves? Well, today I'd like to talk a little bit more about feelings, especially those tough feelings like sadness or being upset. We are also going to talk about one of my favorite words, "solutions." A solution is like when we get an answer to a question we have-we solve it or fix it. By the way, does anyone know what is the Spanish word for solution? That's right it is "soluciones [so-lu-CEE-o-nis]." We will talk more about "soluciones [so-lu-CEE-o-nis] in a few minutes. And, at the end of today's meeting, we will talk about our home treasures, too.**

Activities:

Start by saying, **"Feelings are things we have everyday, in all kinds of places, at different times, and about different people. As we know, some feelings can be of the happy kind** (show the happy-face cutout) **and some can be of the unhappy kind** (show the unhappy-face cutout). **Before we can reach that Treasure of Happiness on the Treasure map, we need to talk about what kind of feelings we have. So, let's start by going around the circle and sharing some feelings that we have or have had in the past. I'll go first and then you** (point to the child on your right and say his or her name) **can go after me. If you know more than one feeling, you can share it too.** (Allow for the children to share at least one feeling word. Encourage them to say two. You are to show the corresponding "face" card when a child share her or his feelings. Indicate that every time a feeling word is shared, you will hold up both cutouts and ask the group, **"Is that feeling like this face, or this other face?"** and wait for the group to answer.)

After the "go around," lay out the blank sheets of paper and a container or basket containing markers/crayons/coloring pencils. Give one paper to each child, and leave the writing utensils in the middle of where the students are sitting. Make sure each child has access to the markers/crayons/coloring pencils. Also, have one

or two extra sheets of paper per student in case they want to start over with activity.

Say, **"Let's take some time now to draw a picture about you. Your picture can be about anything you want. Maybe you want to draw a picture about you and your family, or you at school, or your teacher and you, or maybe about a place you have been. You may even want to draw a picture of the ESOL/ESL settings or teacher, or how it feels to be different and talk different than other people. After everyone is finished drawing their picture, we will share what our pictures mean. We all also try to use as many feeling words as possible when talking about our pictures.** (Allow time for all children to draw their pictures.)

Now say, **"So what does this picture mean to you?"** (Children respond. Provide ample time for all children to talk about their painting. Be sure to facilitate their responses with feeling-focused responses. Also, try and remember what pictures and discussion deal with being bilingual, LEP or a member of the ESOL/ESL setting and teachers.)

Next say, **"Remember how I said that sometimes boys and girls in ESOL/ESL settings feel sad or mad or upset about school. Do any of these pictures have these unhappy feelings in them? Let's talk about some of these unhappy feelings.** (Responses)

Say, **"It is perfectly fine for each and everyone of you to feel happy AND unhappy. Since feelings are things that we all have, it is OK to have happy ones and unhappy ones. The thing that we might want to work on is how to make unhappy feelings go away. That is where the word "solutions" is important. Who can tell me what the word "solution" means?** (Wait for children to respond.)

Sum up the responses by saying, **"Thank you for such good answers. A solution is a way to fix a problem. For example, a solution to the math problem 1 + 1 is what?** (Wait for an answer.) **That's right, the answer is two. That was as example of a problem AND solution. Some problems are more difficult to solve. These problems might be unhappy things that happen to you. Sometimes these unhappy things make us have unhappy feelings. For example, falling down and cutting your knee is a problem because you just got hurt. How do you solve the problem of being hurt and cutting yourself?** (Once again, wait for answers. Any answer, from getting a bandage to calling an adult to help out is acceptable.) **Well, now that we've solved that problem too, let's work on the problem of unhappy feelings. How can we come up with a solution to unhappy feelings? In other words, how can we fix a problem that is making us feel unhappy?**

This is the most important part of this session. Since this group is about finding solutions, make sure that each child has a chance to come up with them. Use the paintings as possible "problems," and help the children develop and implement solutions in these scenarios. Use the rest of the time in the group to practice coming up with solutions to unhappy situations that cause unhappy feelings.

Now say, **"I am so proud of all of you for coming up with great solutions to some of those hard problems. It really is important to come up with your own solutions and then use them to solve your problem. You will be able to use solutions to fix problems a lot of times. We will also use solutions in the Treasure Hunt Club as we try to find our Treasure of Happiness! Speaking of the Treasure, please take out the Treasure Hunt Checklist now. If you look on the checklist, the first thing to check off is where it says, 'I Am a Feeling Expert!!!' Go ahead and put a check in the square box. The next line says, 'Now I Know How To Make Solutions.' Since we also learned that today, you can put a check next to that one. See that, now we are on our way to going on our Treasure Hunt. It is important that we finish our checklist before we start looking for our treasure. We have to be prepared. Well, does anyone have any questions about today's meeting?"** (Responses)

Next say, **"Well, before we get ready to go let us discuss our home treasures. Who wants to go first in talking about something about their house and culture that they and their parents think is a treasure?"** (Allow all the students to share something they talked about at home. If they forgot to think of something, let them know it is okay but that they have to do next week's at-home assignment.).

Finally say, **"Well I can tell that you all come from very special homes where you share some really nice cultures and treasures. I appreciate all of you who shared with the group your home treasure. And it was so good to hear how proud you and your parents or guardians are about your culture. Thanks again for sharing."**

Summary/Closing statement and home activity:

**Well, that is all for today. I think you all did a great job at talking about feelings, drawing pictures, and coming up with your own solutions.** (If applicable say, '**Some of you even talked about how hard it is to not be able to speak English so well, or a time when someone teased you for being different.') Children and adults can have problems in all kinds of places and for all kinds of reasons. These problems can make us feel unhappy. If that happens, it is good to know we all have the power to use our own solutions to solve them. For next time, I have a little bit of homework. I think it is easy to do. All I want you to do is to draw a picture of yourself and bring it to the group. It can be any kind of drawing you want. I will also draw one. Then, we will talk about our paintings and do another activity. Any questions?** (Pause) **Well then, see you next time. Bye.**

SESSION THREE: Getting Ourselves Ready for the Treasure Hunt Trip

Objectives:

To increase children's awareness of their self-concept
To explore what kinds of experiences can weaken a self-concept
To find solutions on how to strengthen a self-concept

Materials:

Chalkboard, dry erase board, or chart paper and appropriate writing utensil
"Coat of Arms" cardboard cutout (included in packet)
Adequate number of markers, crayons, or colored pencils
Laminating machine in media center (this part to be done after the session ends)

Opening Statement:

**"Welcome back. We have some really neat activities today so let's get started right away. As you know, we talked about feelings and solutions last time. Remember how we checked off "Feeling Expert" and "Now I know how to make solutions" on our Treasure Hunt Checklist? Well, today we are going to use feelings to talk about how we feel about ourselves. Then, we will find solutions for fixing times when we don't feel so good about ourselves. Of course, all of this is done to prepare us for out Treasure Hunt…our Treasure Hunt for Happiness.**

Activities:

The first thing the counselor wants to do today is engage the group in a discussion of self-concept. The group should start by talking about things individuals like about each other. Next, the school counselor will define the word "self-concept." Say, **"Let's start today by going around the room and sharing what are some of our favorite things about us. In other words, what do you really like a lot about yourself?** (Responses. Clarify when appropriate. If needed, gently probe for responses).

Next say, **"I see we were all able to come up with many things that make us feel good about who we are. Now, let's think about places that make us feel good about ourselves. For example, some children are good at baseball. To them, being on the baseball field makes them feel good about themselves. What places make you feel good about being you?** (Responses; clarify; probe.) Now say, **"I can tell by listening to all of your responses that there are many times and places that help you feel good about you and who you are.**

Next, the counselor will explore times when children do not feel good about themselves. The counselor should pay particular attention to incidents when group members feel negatively towards themselves due to language/culture differences. Say, **"Now that we've had a chance to talk about good feelings about ourselves, I'd like to talk about times when you DON'T** (stress the word "don't") **feel so good about who you are. I would like it if we all shared**

**something we don't like about ourselves. Since this question is harder than the last one, I will share something that I don't like about myself, too. So I'll go first and then the person to my left can go. What is it about me that I don't like sometimes?"** (School counselor shares first. Then: responses; clarify, probe.)

Now say, **"Thank you so much for being brave and honest. I know that sharing things we don't like about ourselves can be hard to do sometimes. Let's think about those times when you feel bad then. Who can tell me where are the places where they feel bad?** (Responses; clarify; probe.)

Next say, **"So it sounds like these are places and times that make us feel bad about ourselves."**

The goal in this section is to help children link negative feelings of self-concept to certain places. This point will be crucial to the "Coat of Arms" activity at the conclusion of this session.

Now say, **"In talking about the things that make us feel good and bad about ourselves, I have been trying to teach you about a word that may be new to you. That word is "Self-Concept." Let's repeat it while I write it on the board.** (Wait for children to repeat the word a few times.) **Great! Now if we look at the word "Self-Concept" on this board, we can see that it is really two words. The first word is what?** (Responses. Write the following words in quotes under the corresponding word on the board)

**That's right, it is "self." And, as you can tell, "self" is another word for "me" or "I" or "my." So, the second word is "concept." An easier word that means the same thing as "concept" is "idea" or "thought." So, if we look at the words under "Self-Concept" on the board we can see that this hard word really means "My thought of me" or "An idea about me."** (Underline and circle "An idea about me" on the board since it is a simple definition of self-concept.)

**Are there any questions about the word "Self-Concept?"** (Responses. Clarify). **OK then, let's move on."**

The school counselor will now help the students come up with solutions to negative self-concepts using the "Coat of Arms" activity. This activity will help children visualize solutions to use in times and places where they are not feeling very positives about themselves.

First say, "**So what can we do when we are not feeling so good about ourselves? Remember when we talked about some of the times and places that make us feel bad about ourselves. Well, we are going to try and find a**

**solution to this problem. We are going to spend the rest of our time together today figuring out this problem. "**

Hand out the "Coat of Arms" cardboard cutout. Set the colored writing utensils in the center of the group. The "Coat of Arms" can also be referred to as a "shield." It is divided into three numbered sections. Read aloud the following description while you show the group an example of historical coat of arms provided in the Group Leader's manual.

Say the following while showing the children the sample coat of arms, **"This is called a Coat of Arms, or a shield. A long time ago these shields were used by people to defend themselves against getting hurt. As you can see from these examples, they had very special and colorful pictures drawn on them. These pictures, believe it or not, say very special things about the person using the shield. Sometimes the pictures were used to say what family the person belonged to. Other times, pictures of lions or dragons were used to show how brave and strong was the person using the shield. The neat thing is that each person took the time to make themselves a shield, a shield they used to protect themselves. Are there any questions?** (Responses)

Now say, **"The Coat of Arms, or shield, we are about to make is going to be a way for us to protect ourselves from getting our feelings hurt. It will also be used to tell those who look at it, things that we are proud of and like about ourselves. Even though our shields are not very strong, since they're made of paper, the important thing about them is that we made them and that they say wonderful, great things about us. We can use things to remind ourselves how special we are when we feel sad, or upset because something bad happened or someone made us feel bad about ourselves.**

Instruct the children to start drawing and coloring three separate things that they like about themselves. Make sure to stress that these experiences should serve as a reminder or a cue for being proud and happy about themselves, in times when they might feel down or sad.

Say, **"As you can see, everyone has a blank shield in front of them. Each shield has three different parts to it. In the part numbered '1,' write, draw, or color 'My favorite thing about me.'** (Somewhere on the board, write the numbers 1,2 and 3, with the corresponding instruction written next to the number) **In the part with a number '2,' write, draw, or color 'The school activity I am best at.'** (Stress an academic subject).

**Finally, in the part with a '3,' write, draw, or color 'My favorite thing about my culture and language.' That's right, think about the coolest, most awesome thing about being able to speak a different language besides English and about having a special culture. Go ahead and color that in the part with**

**a '3.' OK, before we start, are there any questions?** (Allow for questions) **Then let's begin."**

Be sure to allow plenty of time to for all children to write, draw, or color something in each section of the shield. Once that has occurred, have each child share the contents of their shield. Once that has happened, conclude the activity with the following statement.

Say, **"Let's go ahead and share what our shields look like and say about us."** (Responses. Clarify. Probe)

Now say, **"As you can see, now you all have a shield that is special. It is special because it says three things that make you happy and proud of who you are. Believe it or not, you can use this shield in times when you are not feeling so happy. Times when your self-concept is not so high. For example, if you are feeling down about yourself, you can look at your shield and remind yourself of all the wonderful things about you. Or, if someone makes fun of you, or if you get a grade that you are not happy about, well then, you can look at your shield and prove that person who said mean things about you was wrong. You can also prove to yourself that there are other school subjects that you are good at. So you see, the shield is really a shield for your self-concept. It protects your self-concept from feeling bad about itself. Sometimes, the shield won't be able to remind you of happy things, or maybe your self-concept, your idea about you, is feeling really bad that day. But, there are times when the shield will help. That is when the shield becomes the solution to a sad or upset or low self-concept. Any questions?"** (Wait for questions, and, if necessary, repeat the previous statement. This is a leap for them and may take a couple of times being repeated before the children understand it)

Finally say, **"Now that we have all finished, I will get the shields laminated in the media center. I will give them back to you next time. These shields are for you to keep and use whenever you think you need to. You don't have to have them with you all the time to feel good about yourself. Just think about them and, maybe, your happy feelings about being you will come back.**

Summary/Closing statement and Home activity:

First say, **"Now let's take out our Treasure Hunt Checklist and check off 'My Self-Concept Shield.' This means that today we have learned about ourselves and the things that make us feel good and not so good about who we are. Today we also came up with a solution to not feeling so good. That solution is the Coat of Arms, or shield, that we worked on. So, as you can see from our checklist we are almost ready for our Treasure Hunt. Next time we will study the map. Have a great day. And, remember, when you feel unhappy about yourself, try and think about all the great things that make you special."**

Finally say, **"For the home activity this week, I'd like for you to ask your parents what is their favorite thing about being from another country. You do not have to do the shield with them. Simply ask them this one question, "Mama o Papa (Senora o Senor), what is your favorite thing about being from your native country?" And, if you want to ask them in Spanish, that is perfectly fine. See if their answers are anything like yours. Thank you again for being here today. We'll meet again next time. Good-bye."**

SESSION FOUR: Getting to Know Treasure Island: Feeling Comfortable on the Island

Objectives:

To become familiar with the school environment
To gain a better understanding of the ESOL/ESL environment and teachers

Materials:

Map of Treasure Island (included)
Note cards detailing the "Inhabitants" and "Places of Interest" within the school (included)
Board and/or chart paper with appropriate writing utensil

Opening Statement:

**"Hello. As you know, this group is supposed to meet 6 times. Today is the fourth time we are meeting. By now we have completed 3 of the group meetings. So only 3 more to go including today's meeting. I'm very excited about today's meeting since it is the first time that we look at the Treasure Island Map as the Treasure Hunt Club gets ready to visit the island and find that Treasure of Happiness. So, let's get out those folders, review the Checklist, and get ready to learn a little bit more about Treasure Island."**

Activities:

Now that the group has checked off most of the items on the checklist, the last item to mark off is 'becoming familiar with the school environment." It is very important that the children understand that the island is really their school, and the inhabitants are really teachers, staff and other students.

Say, **"Believe it of not, Treasure Island is really our school. All this time we have been preparing for the Treasure Hunt for Happiness, we have really be preparing for helping you get the most out of school and classes. Remember how we talked about solutions to feeling bad about ourselves? And remember how we talked about learning about feelings and what makes us feel happy and sad at school? Well, these things were done so that we could learn how to like ourselves and find happiness in our school.**

In order to find out what each child knows about the school environment, use the enclosed note cards. This will allow the counselor to gauge the level of comfort each child has in the school and ESOL/ESL settings by observing the positive or negative opinions each child has towards the separate parts of school and members of the school environment.

Say, **"Let's play a game to see how much each person here knows about the school. In front of me I have a bunch of cards with names on them. One by one I am going to show you a card with a word on it. I would like it very much if you took turns telling me something about the word on the card after I read it out loud. The words I will say and show you are people and places**

**on Treasure Island, in other words, people and places at school. Tell me what you know about these people, and what you know about that part of school. The more words you know, the better prepared you will be for our Treasure Hunt on Treasure Island.**

Proceed with the game by showing the group the cards one by one. Notice the numbers on the backside of each cue card. Show the cards in the following orders, from one to ten. The counselor should add extra information if she or he believes the group would benefit from more information on a particular person or school component.

Now say, **"You all did very well with the game. Since I can tell that everyone in this group knows something about school and the people at school, let's now share with the group what are some of your favorite things about school? It can be anything you want. Let's start with you.** (Point to the person on your right. Wait for responses. Clarify and probe if needed.)

Make sure to write down the responses on the board and the name of the person sharing the particular response.
Now say, **"Now that everyone has shared their favorite things about school, let's talk about why these things are your favorite.** (Start with person on left. Wait for responses).

Next, draw the focus of the group to their experience in the ESOL/ESL setting. Find out what each particular student likes about the ESOL/ESL setting.
Say, **"Wow! All of you did a fantastic job at coming up with different things that you like about school and reasons for liking school. Now, who can tell me what they like most about being in the ESOL/ESL setting or with the ESOL/ESL teacher and why?** (Responses. Clarify. Probe.)

Now that the students have been provided with an opportunity to talk about positive aspects about school, ask them to share other types of feelings they associate with school that may not have been covered by the question above. It is important that the counselor recall previous meetings on feelings, self-concept and solutions to attaining positive self-concept if the children's stories become negative. In other words, remind them of how to think more positively about themselves. Allow ample time for group discussion. Children should be provided with a chance to vent frustrations about school, and perhaps, being LEP in the school setting and how others react to them because of their LEP status.

Say, **"You know, with all this talk about things that you like about school and the ESOL/ESL setting and the ESOL/ESL teachers, what are some other feelings you have about school and the ESOL/ESL setting?** (Write Responses on board. Clarify and probe.)

For the last part of this activity, connect last session's topic on self-concept with the school environment topic. Help children realize that, just as they were able to feel better about themselves by learning more about themselves with the Coat of Arms exercise, the same can happen when they become more aware of their perceptions towards the school environment.

Now say, **"You know, this talk that we are having reminds me of the talk we had last time when we talked about our self-concept. Remember how we first talked about things we liked about ourselves, then things we didn't like about ourselves, and, finally, how to help us feel better about ourselves. By learning about ourselves, we can help ourselves. The same happens with school. By learning about school and doing activities like this, and by sharing the things you like and don't like, we can find solutions to making school a happier place. Are there any questions?**

Summary/Closing statement and Home activity:

First say, **"Go ahead and take out your Treasure Hunt Checklist and Treasure Hunt Map. Now, go to the last line on the Checklist and check-off the box next to "I am a School Expert." Great! You are now done with the checklist. Now you can look at the Treasure Hunt Map. Next time we meet, we will be ready for the trip to Treasure Island. Over the last two weeks, you have all done a great job with learning about feelings, yourself, your self-concept and school. I can't wait to see how you all do on your Treasure Hunt for Happiness. Have a great day and I'll see you next time.**

Finally say, **"Since we will be talking about our feelings toward school and learning next time, I would like it if you shared with you parents or guardian your favorite thing about this school year, so far. I think it's a good idea to share with our families our happy and not so happy feelings about school. So, your home activity is to bring up during dinner, the weekend, or whenever you have a chance, your favorite thing about this school year. Thank you again. Have a super day."**

SESSION FIVE: Treasure Island is a Great Place to Be!

Objectives:

To review and revisit the group's attitude towards school and learning
To improve the group's attitude towards school and learning
To develop long-lasting solutions to improving negative attitude towards school

Materials:

Treasure Map of Treasure Island (included)
Make-believe scenario cards to be read out-loud to students
Crayons, markers, and/or colored pencils
A note pad so that the counselor can write down student's responses

Opening Statement:

Say, **"Welcome back. I hope everyone is having a good day today. Last week, we started talking about our trip to Treasure Island, which we now know is our school. Today we will talk about finding and holding on to a good feeling about school. As a school counselor I meet a lot of girls and boys who feel bad about school, or maybe don't like to learn. I would like to find out a little more about how you feel about school. Towards the end of our time today, I would like you to help me find solutions to feeling bad about school and learning. Together, we will find the best way to find that Treasure of Happiness on Treasure Island.**

Activity:

The purpose of this activity is to help children associate attitudes with behavior. The end result will be to develop ways to change negative attitudes to positive ones, thereby changing behavior.

Say, **"Remember how I taught you what self-concept means a few days ago. Well, we are going to learn a new word today. That word is "attitude." An attitude is the way we feel about something. Attitudes can also affect the way we behave. For example, who here likes to go to the toy store?** (Responses. Clarify. Probe.)

Now say, **"So if we like going to the toy store, how do we act when we get to the toy store?** (Responses. Clarify. Probe)

Next say, **"Now how about going to the doctor. How do you feel about going to see the doctor?** (Responses. Clarify. Probe.)

Finally say, **"So if most of you feel have a sad attitude about going to see the doctor, how does that make you act?** (Responses. Clarify. Probe.) **Are there any other questions about attitudes and how they make us act?"**

By now, each child should be able to see the connection between attitude and behavior. Now it is time to make a link between attitudes and behavior, and school, the ESOL/ESL setting and the Treasure Hunt Club.

Say, **"OK, so now you all know about attitudes and actions. Let's see how attitudes make us feel and act here at school. I am going to need your help for this next part. On these cards I have short stories about students and their attitudes about things happening at school. I am going to read out loud what the short stories are. I will then ask the group what they think the person's attitudes are in the story, and how they are acting. I have enough stories so that each of you can help me. Let's start with this one.**
(Read each scenario and pick one student to talk about the feeling and actions of the character in the story. Make sure to elicit as many responses as possible, but only after the child who was selected to work with a particular story has been provided with time to answer first. The order in which the scenarios are shared with the group is not important. )

Next say, **"Now I want you to think about those stories where the characters had a sad attitude about school. Let's see who can come up with solutions to help this person make their unhappy attitude happier. What can these make-believe people in these stories do to improve their attitude?**

For this next part the counselor will need the enclosed note pad. As the children provide answers to the following questions, write down a brief synopsis of their responses. This will be helpful when reviewing their attitudes towards school and the ESOL/ESL setting at the conclusion of this activity.

Now say, **"You all did a fantastic job at helping find out the story character's attitudes and actions. And I thought the solutions you all came up with were super! Did you see how, if a person had a happy attitude they acted in one way, and if they had an unhappy attitude they acted in a different way?** (Allow a few seconds for heads to nod.) **Great, well now you know how attitudes work at school.**

Next say, **"For this next part, I am going to write down on this notepad some of your answers to help me remember what each of you said. Now let's talk about your feelings and attitude about school. What things about school make you have a happy attitude about school and how do they make you act? Let's start with you.** (Indicate the person to your left. Wait until everyone has responded. Clarify and probe if needed.)

Say, **"And what about the ESOL/ESL setting and ESOL/ESL teachers. What are some of the happy attitudes that you have about being in the ESOL/ESL setting or working with your ESOL/ESL teacher? What things do you do when you have these happy attitudes about the ESOL/ESL setting or**

**ESOL/ESL teachers? This time, let's start with you."** (Start on your right and repeat above instructions.)

Now say, **"Having talked about all the happy attitudes you have about school and the ESOL/ESL setting or ESOL/ESL teachers, what are some of the unhappy attitudes you may have about school and the ESOL/ESL settings and teachers?** (Responses. Clarify. Probe).

Finally say, **"How do these unhappy attitudes make you act in school and the ESOL/ESL teachers and settings?** (Responses. Clarify. Probe.)

The last part of this session involves the Treasure Map and the colored writing utensils. As you can see from the Treasure Map, there is an area specifically designated as "ESOL/ESL Beach at Treasure Island." Have the children focus on this part of the map as they talk about their negative attitudes towards the ESOL/ESL program. If none exist, then explore how their positive attitudes in the ESOL/ESL setting can be applied to the rest of school. Remember to revert back to the notepad in order to help the group remember their negative and positive attitudes. Make sure to place crayons/markers/colored pencils within reach of all group members.

Say, **"Now we are going to start adding some color and pictures to our Treasure Map. Feel free to use whatever colors you want to draw on the part of the map the says "ESOL/ESL Beach at Treasure Island."** (Point to the area on the map.) **Go ahead and start coloring your Treasure Map. As you color in that part of the map, I will ask you for solutions to some of your sad or bad feelings about the ESOL/ESL teachers and settings. In other words, what are some of the things that you can do to make your unhappy attitudes about the ESOL/ESL class, become happy attitudes? Be sure to think about the solutions you all came up with for the characters in the short stories I read a little while ago.** (If no negative feelings, then say, **"What is it about the ESOL/ESL teacher and setting that helps you have such a happy attitude?**)

While the group is engaged in coloring their map, ask each individual child about their negative attitudes and what solutions they can come up with to improving their attitude. Clarify and probe each student individually. Praise the student for his or her responses and encourage them to use their solution in other aspects of the school environment. Make sure everyone has time to finish coloring and drawing on the "ESOL/ESL Beach at Treasure Island" part of their map.

Finally say, **"Let's stop coloring right now so I can share with you how happy I am with all of you. From each of you I have heard some really great solutions to solving sad or unhappy attitudes with the ESOL/ESL teachers or in the ESOL/ESL settings. You have done a fantastic job and I hope you use these solutions the next time you feel your attitude in the ESOL/ESL setting is becoming unhappy. I also want to congratulate all of you on the wonderful**

**job each of you has done coloring your ESOL/ESL Beach. As you can see, the wonderful pictures you have drawn have made ALL of Treasure Island look a little bit prettier and nicer looking. Well, just like a happy-looking ESOL/ESL Beach makes all of Treasure Island look nicer, a happy attitude in the ESOL/ESL setting and with ESOL/ESL teachers makes all of school a nicer place to be."**

Summary/Closing statement and Home activity:

Now say, **"Each and everyone of you have done a super job at learning and talking about attitudes today. I am very proud of all of you and all of your work. As you can see by your Treasure Map of Treasure Island, the Treasure Hunt Club is well on its way to finding that Treasure of Happiness. You can tell by looking at how nice and pretty ESOL/ESL Beach looks. I hope you can also see that, by feeling good about the ESOL/ESL teachers and in the ESOL/ESL settings, we can learn ways to feel better about every part of school. Sometimes, the better we feel about school and teachers and especially ourselves, the better we do on homework and tests. Well girls and boys, we are about finished with meeting number 5. That means that next week is meeting number 6, our last meeting of the Treasure Hunt Club! We will have a chance to talk about a few more things next time, including what it feels like when a group like this comes to an end.**

Finally say, **"But before we can talk about the group coming to an end next week, we need to talk about our last home activity. This last home activity also deals with your parents or guardians, and it is one that a lot of boys and girls talk about with their family. I would like it if you could ask your parents the following question: "Mama or Papa (Senora or Senor), how come good grades are important?" I think it would be interesting if you heard from your family why they think good grades are such an important thing. It is also a good way to practice for next week's session when we talk about grades. I hope you have a great day and a great week."**

SESSION SIX: The Treasure of Happiness: School Success on Treasure Island

Objectives:

To determine student's perception of academic success
To find out what obstacles, if any, are interfering with academic success
To discover solutions which may improve academic success
To bring closure to the Treasure Hunt Club!

Materials:

Treasure Map of Treasure Island
Chalkboard, dry erase board or chart paper and appropriate writing utensils
Pencils
Crayons, markers, and/or colored pencils

Opening Statement:

Say, **"Well Treasure Hunt Club members, today is our last meeting. We sure have talked about a lot of things in the past five meetings. Today we will talk a bit about school grades on report cards. Sometimes these grades make us happy, other times they make us sad. We will see if, together, we can find ways to make our grades better. We will also talk about dealing with those feelings. Finally, we will talk a little about what happens after the group ends.**

Activity:

There is a positive correlation between self-concept and academic success, as well as school attitude and academic success. For that reason today's session will be concerned with attaining academic success. First, the counselor will establish the children's academic performance based on their perceptions.

First say, **"Who can tell me what 'good grades' mean? In other words, how do you know when you have done well in a class or subject at school?"** (Title the top of the board with "Good Grades and how they make us feel." Allow students time to think about grades and respond. Write on board some of the statements shared by children. Make sure to write down who said what for use during discussion. Summarize the collection of answers to what good grades look like, after you have written several phrases on the board.) Say, **"So do we all agree that good grades look like this, the things written on the board?"** (Erase board after end of discussion.)

Now say, **"I remember when I was in elementary school I would sometimes get grades I was not happy about. Raise your hand if you have ever gotten a grade on a test, or homework, or your report card that you were not happy about. What happens when you don't get the grades you wanted or thought you were going to get?"** (Allow some time for children to raise their hand). Now say, **"How did it make you feel to get those grades, the kind you didn't like?"** (Responses. Clarify. Probe.)

Next say, **"I know that it is hard sometimes to talk about grades that make you feel sad or mad. That is why I thank you for sharing these things with me. Now that you have done that, will you please share with me why you think you got these grades that you were not happy about? I am going to write these things down so we can look at them later."** (Allow time for responses and write them down on the board or chart paper.)

Finally say, **"So these things on the board that I just wrote are the things that keep you from getting good grades. Well, let's talk about them some more then."** (Process the obstacles a bit more until you have grasped an idea of themes or commonalties in the group's responses.)

Now that children have discussed their perceptions of grades and how negative grades make them feel, pose a "miracle question" where they are given a chance to develop coping mechanisms for grades they deem unsatisfactory.

Now say, **"Imagine for a moment that you got A's in every subject on your report card. You managed to get perfect grades in Math, Science, Language Arts, Social Studies, Art, and the rest. How would that make you feel?"** (Allow time for response. Probe and clarify when necessary.)

Next say, **"I can tell how excited you all would be if you got perfect grades by your responses. But just how do you think you could get perfect grades like that, all of a sudden. What kinds of things would have to happen for you to get grades like that?"** (Response. Clarify. Probe. Write down responses on the board for all to see)

Next say, **"Wow, what a list you have come up with of ways to improve your grades. So, by thinking about what it takes to get a perfect report card, we can get ideas for getting better grades; grades that make us feel happier and better about ourselves."**

Finally say, **"Who would like to share what their family had to say about the importance of good grades? Let's see if the conversations you had with parents and guardians are like the one we had here.** (Allow time for the children to share their home activity and make sure to link those experiences with today's topic whenever appropriate.) **Thank you again for sharing."**

The next part of this activity mirrors the fifth session where the children colored the Treasure Map of Treasure Island. Similar to what was done last time, the children will color in the map to their liking, making it as original to them as possible.

Now say, **"For the next part of today's activities, I want you to take out your the Treasure Map in your folder. We are going use the next few minutes to finish coloring in the map. Our job is to make our map look as happy and**

**pleasant-looking as can be. Since Treasure Island is really supposed to be school, let us use make it look like a really nice place to be. Think about all the wonderful things that you feel when you get good grades, as you color in the rest of Treasure Island. When you are done, we will discuss everyone's drawing."** (Allow ample time to complete the assignment.)

Next say, **"If you look at your pictures you will see two main things: A colorful 'ESOL Beach' and a colorful Treasure Island map. Please share with the group your reasons for coloring the Treasure Map the way you did, what made you pick the colors you did, and if you think the picture you've colored in is a happy one or a sad one?"** (Response. Clarify. Probe)

Now say, **"By looking at most of your drawings I see many Treasure Maps that make me think you can be happy at school and in the ESOL/ESL setting and with the ESOL/ESL teachers. It sounds and looks like, from some of your stories and drawings, you also agree that happiness is something you can find at school. If you add all the things we've talked about in the last six weeks, including today, and if you think about these beautiful drawings of Treasure Island and the Treasure Island Map, I would have to say you found the happiness of Treasure Island.**

The last set of statements requires bringing closure to the small-group experience. It is important that each child is provided with a chance to share a comment or two about their experience in the group.

Say, **"Before we end the group, I was hoping you all would do me a favor. All of you have done a great job over the past few weeks to answer questions, take part in exercises, share your feelings, and learned new things. So, the last thing I would like you to do is share with the group the neatest, most special thing you've learned since being in the group."** (Each student should be encouraged to participate and provide a response, since it will be his or her last chance to do so within the group experience. Feel free to probe and clarify if needed.)

Summary/Closing Statement:

To wrap things up finish the activity by tying the meaning of grades, what each child does to get good grades, the obstacles to getting good grades, and that solutions to negating bad grades rest in their ideas for getting good grades. Say, **"Well, another meeting of the Treasure Hunt Club has come to an end. All of your Treasure Maps of Treasure Island look magnificent, super and fantastic! Such great colors you all have chosen to make your Islands look so happy. Kind of how you feel when you get those grades that make you feel happy. Today we have learned what grades you like to get and how to keep getting those grades. All of you did a nice job at showing each other how to not let unhappy grades make you feel sad. You learned that you can change**

**unhappy grades right now by trying your very hardest at school and in all your classes.**

End-of-the-Intervention Statement:

**"I would like to take this time before we end the group to thank you for your cooperation in the group and for being such wonderful students to work with. I really enjoyed hearing you all talk about school, the ESOL/ESL teachers, your feelings, and things you like about you. I also liked having the chance to teach you some things about self-concepts, looking at school as a pleasant place, and good grades. I want you to know that, if you ever have a problem at school and think I can help you in any way, I can try to help. I also hope you enjoyed this experience and that you will continue to use the ideas learned in the Treasure Hunt Club for a long, long time."**

APPENDIX E
RESPONSES TO QUALITATIVE QUESTIONNAIRE

The following are the exact responses to the three-question interview on page 112 of children participating in the qualitative questionnaire. The responses of the 12 children from the control group (C) are listed first. The responses of the 12 children from the experimental group (T) are listed second. Field-note data for each respondent is included in brackets.

E04 (C)

1. Teachers
2. Fine, happy
3. Good. Science gotten better
   [Child appeared reserved with answers and indicated a desire to return to class.]

M11 (C)

1. Teacher, help with math – good. B on report. Friends have helped out too.
2. Happy, happier – like doing work.
3. Pretty good grades, with the some not going up a lot.
   [Child appeared eager to answer questions and pleased with own answers.]

E13 (C)

1. My student teacher helped me a lot on my math, that I did not understand …he helped me with times a lot.
2. Happy with school.
3. Well my grades were getting F's, but then I got good in everything. Then I got A's.
   [Child appeared proud of her academic accomplishments and smiled a lot.]

G18 (C)

1. Teacher
2. Happy since I started school.
3. A lot. Because my grades are in the 100s, good at everything, do works really good because I study.
   [Child appeared a bit confused with the questions, but wanted to talk about his experiences.]

M02 (C)

1. My teacher, Ms. ____ – Math.
2. Fine, feeling good at school.

3. A little bit up; couple (reading, math, social studies).
   [Child seemed short with his answer and an unwillingness to expand on questions.]

G19 (C)

1. My teacher
2. Happy – missed school when in California. Didn't get to see my friends.
3. Getting better – school grades – get A's
   [Child made an unhappy face when she mentioned California; very eager to answer the questions.]

M05 (C)

1. Teacher.
2. A lot; to be with everybody else.
3. A lot; my grades changed because I were listening a lot, not shy. Paying more attention to teachers.
   [Child did appear to be a bit shy by not making eye contact.]

E17 (C)

1. Math teacher, good math student.
2. Kinda happy – kinda sad.
3. Better grades.
   [Child appeared confused with the question and did not smile throughout the interview.]

E19 (C)

1. Teacher.
2. Happy to be at school.
3. Better grades – music
   [Child provided short answers and seemed to be in a hurry.]

V04 (C)

1. Cousin.
2. Good.
3. A little bit better grades at a time – it's been easier to read.
   [Child seemed unhappy at first, but became more friendly (especially during third question).]

G00 (C)

1. Mom.

2. I'm happy.
3. My grades have been going up more.
   [Child seemed very friendly, as demonstrated with her handshake and smile, but was not very verbally or non-verbally expressive.]

E04 (C)

1. Teachers and friends.
2. I'm happy.
3. Pretty much the same grades, some higher.
   [Child seemed happy to be meeting with me and wanted to answer more questions.]

E11 (E)

1. I got help in the computer lab and Mrs. _____ my teacher helped with English and school
2. Happy.
3. Good; sometimes up, sometimes down.
   [Child asked if I knew his group facilitator and wanted me to know how good he was doing at school.]

V02 (E)

1. Mrs. ____ – same teacher, she knows Spanish and uses it in the work we do.
2. Very happy.
3. Fine, grades gone up.
   [Child did not seem to want to talk too long, but smiled when he mentioned the ESL teacher.]

E10 (E)

1. Mrs. _____ (teacher), cause you can usually get it done well.
2. Really good because I'm getting better grades since last year.
3. Paying more attention and getting better at math and stuff.
   [Child did not seem to want to leave, pausing before answering each question and wondering if there were other questions she wanted me to ask.]

G10 (E)

1. Mom.
2. Glad, happy first day met teacher.
3. They got higher (grades).
   [Child seemed very shy and did not appear to be happy with the researcher.]

V05 (E)

1. Myself, I didn't learn English with somebody. I learned it by listening to words and meanings. Reading and writing since kindergarten. Mrs. ____ also helped me with English.
2. I am really happy
3. A lot. In third grade I know a lot. Getting A's a lot. I love my grades too.
   [Child walked in with a smile on their face and did not stop smiling until they left. When they answered the second question, their eyes got really wide and his hands went into the air.]

G15 (E)

1. My dad.
2. Really happy.
3. Grades at first were not good, but I'm been getting A's.
   [Child inflected when they said the word "really" by spreading out their arms as a way of showing the size of their emotions.]

M00 (E)

1. Brother and friends and dad and mom have helped with school.
2. Very happy. Good grades, lots of friends – friends help listen.
3. Schoolwork's a little harder, still happy with grades.
   [Child smiled and boasted a bit when answering the second question]

M06 (E)

1. Friends, teacher, Mrs. _____ with English.
2. Very happy – good grades; lots of friends.
3. Used to have B in reading now I have A's because sister helped.
   [Child smiled when he mentioned his ESL teacher]

E16 (E)

1. Mrs. _____ the teacher, and her helper Mrs. _____ helps people with homework they don't understand.
2. So happy because I got my report card it was all A's!!
3. Getting better at everything.
   [Child's voice increased in volume as he mentioned how happy he was with his previous report card. Also, child smiled and laughed when talking about the ESL teacher.]

E05 (E)

1. Friends and teachers.
2. Happy – homework being easy.
3. Kinda going up – science, math, & English.
   [Child did not make eye contact with the researcher and appeared pleased to be going back to the classroom.]

E09 (E)

1. Brother – with spelling.
2. Really happy.
3. Grades have gone up.
   [Child smiled when entering the room, but noted that he wanted to get back to class as soon as possible.]

G14 (E)

1. Any teacher
2. A lot.
3. Better grades
   [Child was polite, but seemed to be in a hurry when answering the questions.]

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## BIOGRAPHICAL SKETCH

José Arley Villalba, Jr. was born March 11, 1973, in Miami, Florida, the son of José Arley Villalba and Tania Caridad Villalba. He received his Bachelor of Science degree in psychology from the University of Florida in 1993. In 1996, he received his Master of Education and Specialist in Education degrees in school guidance and counseling from the University of Florida.

José began his career as a school guidance counselor in 1996 in Alachua County, Florida, and continued until 1999. He was a Florida Certified School Counselor for five years.

In 1999, José returned to his graduate studies full-time and began his experience as a college instructor, focusing on interpersonal communication skills and career development. José became interested in limited-English proficient children during the second half of 1999. Through a fellowship from the Office of Bilingual Education and Minority Language Affairs, and administered by the late Dr. Clem Hallman at the University of Florida, José pursued further studies in the areas of Hispanic American/Latino children in English-as-a-second-language programs.

In 2001, José accepted a position as assistant professor at Indiana State University, in the Department of Counseling. José teaches courses in school counseling, psychological assessment, and multicultural counseling; and supervises Masters-level graduate students in the school counseling program.

José is an active member in the American Counseling Association, American School Counselor Association, Association of Counselor Education and Supervision, and the Association of Multicultural Counseling and Development. José also participates as a presenter at annual conferences, and is currently pursing his research agenda on effective counseling interventions for elementary school-aged children.

José currently lives in Terre Haute, Indiana. Professionally, José has been interested in improving the academic and social-emotional development of children through school counseling, and counselor education and supervision. Personally, José has enjoyed an enriching life with his mother, father, brother and family, as well as friends. In addition, he and his girlfriend, Rachel Lundy, are planning a life together, filled with love, excitement and happiness.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

P. Joseph Wittmer, Chair
Distinguished Service Professor of
Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Larry C. Loesch
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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Associate Professor of Counselor
Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Vivian I. Correa
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

August 2002

Dean, College of Education

Dean, Graduate School

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